

Ref.

TEACHER EDUCATION

358

PERSPECTIVE PLAN

FOR

WEST BENGAL

(2004-2007)



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
25/3, BALLYGUNGE CIRCULAR ROAD,
KOLKATA - 700 019
(West Bengal)

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PREFACE

A scheme of Teacher Education sponsored by the Government of India is being implemented in the States since 1987-88. During the Seventh, Eighth and Ninth Five year Plans 100% central assistance on establishment of DIETs and on up-gradation of selected Secondary Teacher Education Institutions into CTEs and IASEs was available. Central assistance for strengthening of SCERT was available on 50:50 basis.

The decision of the G.O.I. for continuation of central assistance in the same pattern under the scheme in the Tenth Plan Period was communicated to Mr. T.K. Bose, Principal Secretary, School Education Department, Govt. of West Bengal by Mr. K.M. Acharya, Joint Secretary, MHRD, GOI in his D.O. No. F.12-5/2001-EE.1 dated 12 January 2004. It was indicated that a fresh MOU need to be executed under the scheme for the X plan period and from XI plan period, the scheme will be subsumed in SSA and will be eligible for central assistance on SSA pattern (50:50).

It was precisely at this juncture Principal Secretary, School Education Department invited the Director, SCERT to discuss about the plan. Since the CTEs and IASEs are under the Department of Higher Education, Mr J.K. Mitra, Jt. Secretary, Higher Education Department was requested to initiate similar consultation with the concerned Principals/Head of The Departments of IASE & CTE. It was decided that a presentation on the processes initiated in West Bengal would be made in a meeting at Kolkata on 23 February 2004, when Education Secretary, MHRD, GOI along with others will be present in connection with review of SSA activities in the State.

In order to reflect the requirement of Teacher Education for improvement of School Education in the State, elaborate process of consultation among the teacher educators, eminent educationists, teachers, educational administrators, representatives of the Boards/Councils was initiated to spell out the issues and concerns of Teacher Education and it was realized by all concerned that there were certain challenges in the task, which involved identification of relevant issues, design of suitable implementation strategies, establishment of link among various organizations etc., so that the TEACHER in the school is well prepared and committed to the cause of spreading quality education for all in West Bengal.

Although the centrally assisted scheme of teacher education proposes to support the strengthening of the SCERT, DIET, IASE and CTE, it was felt necessary to highlight the real needs of the Boards/Councils in the proposed Perspective Plan of Teacher Education in West Bengal.

It is necessary to mention that the West Bengal Board of Primary Education, an autonomous body in the State is conducting One Year Pre-service Teacher Education Course in the Primary Teacher Training Institute (PTTI) and also organising need based In-service programme for primary school teachers. Similarly the West Bengal Board of

Secondary Education, West Bengal Board of Madrasah Education, West Bengal Council of Higher Secondary Education and the Rabindra Mukta Vidyalaya (State open school) all these autonomous bodies in the state conduct need based In-service teacher training programme. SCERT (WB) as a Post Graduate Research Institute under the Department of School Education maintain collaboration with all State level agencies and is expected to provide research support to the process of management of school education vis a vis teacher education in West Bengal.

A meeting of experts and representatives of different organizations involved in teacher education was held at SCERT on 24 March 2004 and considering the lack of human resources in SCERT, it was decided that two consultants, Prof. Jyotir Bhusan Dutta and Prof Anil Das would provide necessary support to the Director, SCERT for preparation of the plan.

The process of consultation on emerging perspectives of teacher education on behalf of SCERT (WB) was also supported by the Director, NCERT who offered financial and technical assistance for holding a State Level consultation at Kolkata on 22-23 June 2004, which was inaugurated by Sri Kanti Biswas, Hon'ble MIC, School Education, Govt. of West Bengal. Eminent educationists of the State and experts from NCERT, including Prof. J.S. Rajput, Director, NCERT took part in the deliberations.

During another workshop held at SCERT (WB) on 28-29 June 2004, reports/experiences collected so far from all stakeholders were analysed and synthesized in the form of a total plan document and State Plan Budget. The workshop was organized with the financial assistance provided to SCERT (WB), in terms of memo no .478-SE(Pry), dated the 26 May 2004 from the School Education Department and was attended by experts , representatives of all the stakeholders. Through intense debate, discussion on various issues some of which were finally resolved, a draft of Perspective Plan has been prepared.

The document thus prepared is placed for approval of the experts in a meeting held on 12 August 2004 at SCERT (WB), after which it will be sent to the Department of School Education for necessary action.

Kolkata, dated 12th August, 2004.

DR.RATHINDRANATH DE
DIRECTOR, SCERT (WB).

PERSPECTIVE PLAN FOR TEACHER EDUCATION IN
WEST BENGAL (2004-2007)

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CHAPTER – I

TEACHER EDUCATION SCENARIO IN WEST BENGAL

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PERSPECTIVE PLAN ON TEACHER EDUCATION IN WEST BENGAL

Chapter – I

Introduction : Teacher Education Scenario in the State.

1. **Geographical Features and Demographic Profile:**

West Bengal covers an area of 88752 sq.km., which is distributed in 19 geographical districts but for all educational purposes Siliguri sub-division of the Darjeeling district is considered as another educational district.

Agriculture continues to play a vital role in the economy of the State; nearly three-fourths of the workers in the State are either directly or indirectly dependent upon agriculture.

West Bengal occupies 2.7 percent of the area of the country although it accommodates 8 percent of the total population, the population density is 904, almost three times the density for the country as a whole, the sex ratio 934; the decennial growth rate (1991-2001) is 17.84 which is lower than the all India rate of 21.34 percent for the same period. Between 1981 and 1997, fertility declined substantially in the State. The crude birth rate declined from 33.2 per 1000 population in 1981 to 22.4 in 1997. The total fertility rate also declined from 4.2 children per women in 1981 to 2.6 children per women in 1997 - dropping by 1.6 children in 16 years. The crude death rate also declined from 11.0 per 1000 population in 1981 to 7.7 in 1997. The infant mortality rate declined from 91 per 1000 live births in 1981 to 40 in 1997, a decline of 56 percent. The literacy rate is 69.22 (M=77.58, F=60.22) according to the census 2001, which is higher than the national rate, however there is still a large gap between male and female. Literacy rate, in the districts are shown in Table-1.

The State has experienced an unprecedented increase in population soon after independence; the decennial growth rate in (1951-1961) was recorded as 32.80 percent, which was due to partition of Bengal. This was a tremendous pressure on the economy, resources, education and other social services.

However, the State has also witnessed the successful implementation of the Land Reforms and working of the Panchayati Raj Institutions. That the process of

decentralization in West Bengal has contributed to improved participation by, representation of and responsiveness to poor people and thus caused positive impact on human development has been appreciated in the Human Development Report 2003 of UNDP (p-141).

With all these changes in the State, the demand for comprehensive basic education of good quality is constantly rising. As a result there has been vast expansion in the spread of School education in the State. In order that the expansion in School education take place not only in quantity but also in quality, the policies, curricula and implementation strategies are being reviewed. The recruitment of quality teachers for School and their training are major initiatives in the canvas of improvement of quality in the system of School education. The autonomous Boards and Councils in the State e.g. West Bengal Board of Primary Education, West Bengal Board of Secondary Education, West Bengal Board of Madrasah Education, West Bengal Council of Higher Secondary Education, Rabindra Mukta Vidyalaya (State open school system) frame the curriculum and syllabus in the respective domains and arrange need-based orientation programmes for the capacity building of teachers.

The recruitment of teachers in Primary Schools is done by the District Primary School Councils which function under the control of the WBBPE. The West Bengal School Service Commission Act, 1997 came into being from Nov. 1997 for the purpose of recruitment of teachers including Headmasters / Headmistress / Superintendents of Senior Madrasahs, in recognized non-Govt. aided Schools including Madrasahs in West Bengal.

(In West Bengal, there is an autonomous Board, entitled West Bengal Board of Primary Education, with a net work of District Primary School Councils in the Districts to look after Primary education of the State. The Board is also in-charge of Primary Teachers Training Institutes of the State.)

2. Elementary Education Scenario of the State:

Schools and access position (Districtwise)

According to the latest data from the Director School Education, there are about 50766 Primary Schools in West Bengal and the total enrolment at the Primary level is 10132747. The number of Upper Primary Units in Secondary Schools is 11644 and the corresponding enrolment is 5160246.

There are 183171 sanctioned posts of primary teachers in West Bengal and 164520 are in position. The number of teachers in the Upper Primary Units of Secondary Schools is about seventy seven thousand.

The Government of West Bengal has declared in 2004 deployment of additional 40000 teachers in the Primary and Upper Primary Schools of the State.

The State has also created scope for increasing students access through the Shishu Siksha Karmasuchi, a programme for alternative/complementary schooling at primary level under the Panchayat and Rural Development Department, in the year 1997-1998 to cover all out of school children in the remote village areas of the State. The programme was a State project till 2003, when the programme was considered as EGS component of SSA. Madhyamik Shiksha Karmasuchi, a linear extension of SSK in the Upper Primary level, has also been launched since 2003 to accommodate out of school children from Class-V to Class – VIII.

The projected number of SSKs in the State is 16850 in the year 2004-2005; the number of learners in these would be 1315303. The teachers in SSKs are called Sahayikas. The total number of Sahayikas is 50550. The projected number of MSKs in 2004-2005 would be 3500, the no. of learners in these MSKs would be 174000 and the teachers (called Samprasarakas) would be 10500 in number. (Sahayikas and Samprasarakas are para teachers in strict sense of the term. For all practical reasons, training for their capacity building is also urgency).

The Rabindra Mukta Vidyalaya was established in the State as State Open School in the year 1997 for catering to the needs of education of the neo-literates, school drop-outs,

unemployed and self-employed young men and women, peasants, elderly people, the handicapped and other weaker sections of the population. The Vidyalaya got the status of a statutory body on the basis of R.M.V. Act, 2001 passed by the State legislature.

It is expected that large number of learners would complete their studies in the SSKs and arrangements are being made to accommodate some of them in the study centers of the Rabindra Mukta Vidyalaya at the Upper Primary Level. According to the estimate of the R.M.V., the number of learners joining Upper Primary Classes may be 240000 in 2004-2005.

All relevant data regarding the elementary education scenario are presented in Tables-1 to 9.

3. Teacher Education Programme in the State :

History of teacher education in the State :

The Wood's Education Despatch of 1854 recommended establishment of institutions of teacher training in India. Pandit Ishwar Chandra Vidyasagar was appointed as Assistant Inspector of Vernacular Schools, in addition to his normal duties as Principal of the Sanskrit College, Kolkata. The Vernacular Schools were being set up for teaching of subjects like Geography, History, Geometry and Natural Science etc. through Indian languages. The introduction of Vernacular Schools required systematic training of teachers of Vernacular Schools and thus came up the Teacher Education Institutes called as Normal Schools. Vidyasagar opened the Calcutta Normal School in 1855. The duration of the course of studies in a Normal School was of three years. It emphasized upon extension of general education of the trainees. The Art of teaching was taught as a professional subject and stress was laid on techniques and devices of instruction. The trainees were also required to practise teaching in a selected model school.

The Hunter Commission (1882) refers to eight normal schools of Bengal and notes, "*the course of which is certainly not below that required for the First Arts Examination of the Calcutta University*". It has been observed that in subsequent years dominance of English in the Secondary course increased to a great extent and consequently the system of teacher education in the Normal Schools suffered a set back.



In the year 1917 the Sadler Commission recommended that a certificate in teacher training be made compulsory requirement for a teaching job. Several Universities in the country started the Department of Education.

The number of teacher education institutes has increased manifold since independence; however, the increase in number has not always been associated with the fitness of purpose. The Teacher Education Institutions in the country as well as in West Bengal require considerable quantitative expansion and qualitative improvement as well as linkage with institutions of higher learning and with the schools and community in general.

4. **Concern of Quality Education:**

The Report of the Education Commission (1992), which was set up by the Government of West Bengal with Dr. Ashok Mitra as its Chairman to review the content and quality of education in West Bengal at different levels and stages observed that "the decade 1967-1977 was marked by political upheavals in the State which severely affected the educational scene". The Commission has also noted that "A corollary of the remarkable increase in the financial outlay of the State Government on education is the increase in the number of education institutions..... Between 1967-1977 and 1991-1992, the number of Primary Schools has increased by 10080, of Secondary Schools by 569, of Higher Secondary Schools by 879, and of Colleges by 87. A new University, the Vidyasagar University located at Midnapore, was also established during this period" (para2.9).

The Commission noted, "*over the years the number of students at the Primary level increased by 4125901 (81percent); at the Secondary level, by 4416122 (17 percent); and at the Higher Secondary level, by 225382 (373 percent)*" [para-2.10].

The Commission has laid emphasis on pre-service training as well as continuous in-service training of teachers for improvement of quality of education at the primary stage. It noted that "It may also be obligatory that a teacher, at the end of every five years, will have to join a refresher course again of a month's duration", [para -3.23].

In the report of the School Education Committee (2002), set up by the Government of West Bengal with Prof. Ranju Gopal Mukhopadhyay as its Chairman, several observations have been noted in the para 8(1) to 8(1) 5 for strengthening Teacher Education in the State and in para 8(H) 1 to 8(H) 5 for strengthening the SCERT. Details are enclosed in Annexure – II.

The School Education Committee has noted that "...curriculum development in Teacher Education programme should be given high priority, which requires determining the needs of the teachers, needs of the society; analysing their needs in the light of the accepted Philosophical, Psychological, Educational and Sociological principles; designing appropriate strategies of implementation and evaluation. The process also involves continuous research and innovation" [para 8(1) 2].

The future curriculum development in Teacher Education Programmes must be need-based and seriously take care of the emerging perspective of the country as well as of the world.

The education system must have social relevance. It is essentially a part of the Social system and is affected by changes taking place there. Obviously, therefore, in considering the perspective of teacher education one has to take into account the manifold developments taking place in the National and International arena. In fact, breathtaking changes – economic, social, cultural, technological and political – are taking place all around. The NCERT in its two Documents [National Curriculum Framework for School Education (November 2000) and Curriculum Framework for Teacher Education (February 2004)] has mentioned the phenomenon of Globalisation, Liberalisation and Privatisation as the prime force behind these changes. While the relevance of Globalisation is obvious, use of the other two terms inevitably pushes us into contemporary world politics. In assessing the impact of this new phenomenon, we should not be guided by the claims made by its advocates like the World Bank and also IMF. We must also consider the views expressed by people like Joseph Stiglitz (in his "Globalisation and its discontent, the roaring nineties") and also Macduff, William Tab

and Noam Chomski. We cannot also ignore the messages flowing from the sessions of the World Social Forum. One of the alleged major failures of the present education system is its inability to arrest the rapid erosion of values in the society. This, however, is a global concern. But it is impossible to find a cure for the disease without making proper diagnosis. It has been established beyond doubt that the prevailing process of LPG is, in a number of ways, shattering the value system. Globalisation today is a design of the developed nations to bring about a new World economic order tilted heavily in their favour. According to the Human Development Report, 2002, never before in the history of human civilisation have inequalities in distribution of wealth and income been so prominent as they are today. The deepening problems of poverty, hunger, unemployment and illiteracy are telling heavily upon the social fabric. Demonstration of lavish life style through the media is alluring the youth into rosy dreams only to crush them in no time. Consequent frustration has its natural effect on their value-system. Pressed between increasing ambition on one hand and shrinking opportunities on the other, the youth are losing direction. Economic crisis, coupled with aggression from alien culture is promoting self-centred consumerist attitude and lack of concern for society. If society becomes irrelevant, the basis of values collapses.

The Human Development Report 2004 has unambiguously asserted that the State must bear the responsibility of providing basic education to its citizens. Growth of private schools is transforming education from a right to a purchasable commodity to be regulated by the market forces. Access to quality education is being determined by the parents' ability to pay. GATS is going to add a further dimension to this process of marketisation by making School Education an exportable commodity from the year 2005. For foreign organisations, with their resources, glamour and grandeur, education will be a happy ground for profit hunting. All of them will glitter and people will take them for gold which most of them are really not. Side by side, the fund-starved state-run schools, though providing real education with national objectives will tend to lose their relevance and attraction. This process will jeopardise the public education system, which alone can ensure equity of access to quality education. Liberal import of food-products is threatening our food security; liberal import of education may imperil the nation's socio-

cultural security. One wonders whether the NCERT hints at this danger when it speaks of the imperatives of LPG'. [Curriculum Framework for Teacher Education, para -4.2].

While outlining the general objectives of education, the NCERT has very correctly observed, 'it must also lead to non-violent and non-exploitative social system' (National Curriculum Framework, para – 2.5). If we are true to this noble pledge, we must adopt all measures to sensitise the teaching community to the developments noted above as a backdrop of the actual teaching-learning situation. Teachers should also be equipped to realise and thwart attempts from any quarter – official or otherwise – to weaken the democratic, scientific and secular character of our education system.

Proper exposure to these challenges will help teachers take pride in their profession, nay, mission. And that shall be the un-falling fountainhead of motivation and commitment.

5. Management of Teacher Education:

The management of teacher education in the State is highly decentralised. The pre-service and in-service teacher education of the secondary and higher secondary teachers are offered through IASEs, CTEs, B.Ed. Collèges and Departments of Education of the Universities in West Bengal.

The Curriculum, syllabi and other academic activities including the evaluation for M.Ed and B.Ed are done by the respective universities. There are 26 secondary teacher education colleges where B.Ed programme is conducted; the education departments of the 17 general degree colleges and 3 State Universities also offer the course. The total intake capacity of these institutions is about 5000 in a year.

Review of Existing Teacher Education Institutions :

SCERT (W.B.) :

Importance of the SCERT can not be over-emphasised in Teacher Education Programmes of the State. It has been observed by the School Education Committee, West Bengal (2002) that “.....there are many aspects of school education that require regular review, modification, reformulation or reiteration.Coping with these tasks, essential for

quality education, requires regular survey, research, training and orientation not only of teachers but of other functionaries as well. It is precisely to meet this challenge that the SCERT was set up more than two decades ago as a wing of the State Government, and is still working with that status. But considering the volume and variety of the serious academic duties it expected to perform, especially in this age of rapidly changing socio-economic and cultural environment, this council is handicapped for lack of infrastructural facilities and necessary manpower”.

Recent Developments :

Infrastructure :

A plot of land has been allotted at Salt Lake City for construction of new building of SCERT at an estimated cost of three crores. The State Government seeks assistance from the GOI for this project under the scheme of support to the institutions of teacher education. In terms of the notification of the School Education Department, Govt. of West Bengal No-916-SE (Pry.) dated 2nd August 2002 rules for recruitment to the posts of Research Fellow Grade – II, Research Fellow Grade-I and Senior Research Fellows have been framed. The WBPSC has started the process of selection of candidates for eleven posts of Research Fellow, Grade – II. Remaining vacancies may be filled up and financial assistance under the Centrally Sponsored Scheme of Teacher Education for strengthening SCERT will be required.

Role of SCERT [as suggested by the School Education Committee (W.B.)]

- To organise teacher training in teaching learning of English in collaboration with the Boards. [p-32, para 3.14].
- To undertake production of educational software particularly in Bengali and other regional languages for meaningful IT enabled education. [p-44, para 4.8].
- Effective value education requires revamping the total system of School Education, which in turn calls for a continuous research support in all areas from curriculum planning, implementation strategies and evaluation. SCERT to provide such support. [p-52, para 5(A)7].

- To conduct regular surveys and research to develop need based vocational education courses and keep track of their relevance and also to update them as and when necessary. [p-71, para -6.12].
- To facilitate reorganisation of school inspection system, a realistic assessment of the success and failure of a school with an emphasis on the adoption of new procedures and curricula recommended by the authorities from time to time should be done and the information should be stored in a database at the SCERT. The SCERT should have a cell for continuous assessment of schools and storage of the data in computer. [p-97, para-8(D)1].
- In order improve the quality of science education; SCERT should get seriously involved in production of good text books and other materials in Bengali and other regional languages. [p-100, para-8(G)2].
- Granting of academic control of the emerging DIETs to the SCERT. [p-103, para-(8(H)5].
- SCERT to prepare suitable guide book for LIFE STYLE EDUCATION and conduct orientation programme for the teachers. [Supplementary report].

PTTI :

In terms of the recent revision of the West Bengal Primary Education Act, 1973, the curriculum, syllabus and the course of studies and examination etc. of the one-year pre-service teacher education programme in the Primary Teacher Training Institutes (PTTI) are controlled by the WBBPE. The curriculum in the PTTIs has been designed to enable a teacher in the primary school (I-V) to perform her/his role in the curricular and co-curricular aspects of teaching learning with confidence. There are 58 institutions in the State (either Govt. or Govt. Aided PTTI) and 77 PTTIs under private management offering the one-year pre-service course for primary teachers. The total intake capacity for all the PTTIs in a year is about 12000. According to the provisions of the centrally sponsored scheme of teacher education in the state during the IX plan period, 13 PTTIs have been upgraded as DIETs although these institutions continue to offer the same pre-service programme as in a PTTI. Details regarding PTTIs in the State are shown in enclosed Annexure-1. Out of 16 DIETs proposed during IX plan, 13 are upgraded PTTIs

and 3 DIETs will be new constructions. It may also be mentioned that due to division of the larger districts, now the number of districts in West Bengal is 19, hence 3 more new DIETs may be proposed.

In view of the shortage of trained teachers in the primary schools the system of teacher education in the PTTIs will be a necessity and as such requires to be strengthened. Adequate number of teaching staff and other infrastructure support has to be provided. The West Bengal Board of Primary Education has recently revised the curriculum, syllabus and the course of studies to be followed in the PTTIs. The PTTIs in the state when strengthened may also provide resource support to the CLRC/CRC/VEC along with the emerging DIETs in the State.

DIET :

- On the basis of the terms and conditions of the memorandum of understanding signed by the Govt. of West Bengal with the Govt. of India following steps have been taken to make the DIETs functional:
- Civil and electrical works of all 16 DIETs under different phases have been completed and the charge of the DIET buildings has been taken over.
- Faculty and recruitment: 90 teachers and 98 non-teaching staff are working under PTSE branch in 16 DIETs. 90 posts of both teaching and non-teaching staff including Principals for 5 DIETs have already been created by the School Education Department and for 325 posts in remaining 11 DIETs the Finance Department has given concurrence and approval of the Cabinet is awaited. WBPSA has completed process of selection for these posts.
- On the basis of recommendation of a purchase committee, equipments, furniture and library books etc. are being procured for 5 DIETs in the first phase.
- A Committee was constituted by the Govt. of West Bengal with Director, SCERT as Chairperson to draw up a plan for operationalisation of the five DIETs set up in the first phase. On the basis of the recommendation of the Committee steps are being taken by the Department of School Education so that DIETs become functional in true sense.
- The State requires three more DIETs in Kolkata, Purba Medinipur & Darjeeling.

IASE/CTE/B.Ed. Colleges :

Teacher education programme in the IASEs/CTEs/Departments of Education in different Universities/B.Ed. Colleges are under the control of the Department of Higher Education, Govt. of West Bengal. The need for co-ordination between the Department of School Education and the process of Teacher Education in the IASE/CTE/B.Ed. Colleges etc. in West Bengal has been desired by many experts and in the present Perspective Plan in Teacher Education an attempt will be made to address some concerns. It has been suggested that the role of SCERT be redefined and suitable link be established between the needs of School Education System and process of teacher preparation to address those needs in the State.

Recruitment Policy of Teachers :

- a) Teachers for a Primary School are selected by the District Primary School Councils. According to the revised recruitment rules of WBBPE pre-service teacher training from a Primary Teacher Training Institute (PTTI) is an essential qualification for recruitment as a primary school teacher. The minimum qualification of a fresher seeking admission in a PTTI is secondary school certificate.
- b) The Secondary School Teachers including Headmasters for recognised non-Govt. Aided Schools including Madrasahs in West Bengal are recruited through regional level selection tests conducted by West Bengal School Service Commission. The first such test was conducted in 1998 and the fourth was held in March 2003. One must be at least a graduate from a recognised university to be eligible to submit an application for the post of teacher in a secondary school. During the process of selection marks are allotted for the academic (25percent) and professional qualification like B.Ed. (5percent), written test (60percent) and personality test (10percent).
- c) If a person without a B.Ed. qualification is selected for the post of a teacher in a secondary school due to better performance in other academic abilities, it is

mandatory for him to obtain B.Ed. within five years of joining the service, otherwise he will not be eligible for further increments as per rule of the State.

- d) Teacher educators for the Govt. aided B.Ed. colleges are appointed through the West Bengal College Service Commission and for the Govt. colleges through the West Bengal Public Service Commission.
- e) Teacher educators for the Govt. PTTIs/DIETs and Govt.-aided PTTIs are appointed through the WBPSC.

Review of Quality of Pre-service Education:

The teacher educators in the State agree with the following observation of the NCTE which is summarised in Curriculum Framework for Quality Teacher Education (1998): “Strengthening national and social cohesion in a diverse and pluralistic society, accelerating the process of economic growth, improving life of the downtrodden and the people living below the poverty line, removing widely prevalent ignorance, superstitions and prejudices from the masses, inculcating scientific temper and developing a critical awareness about the social realities of Indian life are some of the issues which call for immediate attention. Teachers and educators have a special role to play in such efforts”.

It is known that NCTE is in the process of revision of curriculum framework for teacher education, which was published in 1998. The SCERT (W.B.) will extend support in such national level exercise for developing a draft curriculum for elementary teacher education. Although such a course is not offered in the State at present, the State may consider offering the same in the DIETs in future.

Review of In-service Education, Coverage and Quality:

As has been mentioned earlier the autonomous bodies like WBBPE, WBBSE, WBBME, WBCHSE, RMV, SSK, DPEP & SSA organise need based orientation of teachers. The revision of school curricula and subsequent introduction of new ideas, approaches, strategies, technologies, requirements of the learner etc. often determine the requirement of such in-service programmes. It has been emphasised at the state level that in order to avoid duplication of effort and to derive maximum benefit from these in-service

education programmes of teachers, it is essential to have a state level organisation like the SCERT for proper coordination.

It is also proposed that at the state level, SCERT will continue to maintain a horizontal link with all the Boards/Councils and it will have vertical link with the DIETs which in turn will be the district level nodal institutes for teacher education programme in the districts. The SCERT has till recently taken up in-service teacher training programme in the state in collaboration with the Boards under SOPT of NCERT, which is now stopped with effect from 27th January 2004 in the State, in view of a decision of NCERT/MHRD. It is therefore extremely essential that these in-service courses be continued with assistance under teacher education scheme.

Some emerging needs of in-service programme from different organisations:

- 20days'(10days institutional and 10 days on the job) in-service training of teachers in primary school by WBBPE/SSA. Nearly 1.6 lakhs teachers are to be trained.
- 60 days'(10 days institutional and 20 days on the job in two phases) training to untrained teachers of primary schools by WBBPE/SSA. Nearly 50 thousands teachers to be covered.
- 30 days (10 days residential, 10 monthly one-day, 10 days on the job) training of para-teachers of the SSK. There are 50 thousands Sahayikas (primary) and 10 thousand samprasarakhs (upper primary) to be trained.
- 30 days training of the teachers of RMV, at the upper primary level there will be 12 thousand teachers, RMV will also train the writers of the study materials.
- There are 508 recognised Madrasahs in West Bengal in which 5731 teachers are employed; WBBME has been organising orientation programme for the teachers which will continue in the X plan period.
- 20 days (10+10) of in-service programme for about 15 thousand upper primary teachers will be provided by the WBBSE/WBBME/SSA.
- There are 710 primary education circles and 687 CLRCs are functional till date, each CLRC will have 2 resource teachers who may be monitoring classroom



activities at the school level. Orientation of these RTs will be provided by the SCERT/DIET.

- The number of CRCs formed/under formation are 4217, one RT in each CRC will be in the monitoring team, thus requiring proper orientation.
- The ICDS workers to be trained in ECCE.
- Special effort will be required to reach the children in difficult areas, which will involve different strategies.

It has been envisaged that the SCERT/SSA will constantly monitor the outcome of the in-service training programmes and provide feedback to respective organisations.

In-service teacher education for the secondary and higher secondary teachers:

The West Bengal Council of Higher Secondary Education has revised the syllabus of Higher Secondary Examination and the teachers' orientation for all the teachers is an urgent necessity. The WBCHSE has proposed to conduct orientation in the content process and evaluation areas of the curriculum in collaboration with the SCERT. Nearly 35 thousand teachers teaching in the Higher Secondary classes require at least 5 days of orientation. There are 20 new subjects.

The teachers teaching at the secondary schools and madrasahs will require orientation on teaching-learning of different subjects when the proposed revision of syllabus come into effect; West Bengal Board of Secondary Education and SCERT may conduct such in-service programme.

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Table

- Table – 1 LITERATE POPULATION IN WEST BENGAL BY DISTRICT, CENSUS, 1991 AND 2001.
- Table – 2 DISTRICTWISE BREAKUP OF NO. OF PRIMARY AND UPPER PRIMARY SCHOOLS AND TEACHERS.
- Table – 3 NEW INSTITUTIONAL ARRANGEMENT.
- Table – 4 DISTRICT WISE BREAK UP OF ENROLMENT OF BOYS AND GIRLS (PRIMARY STAGE) FOR CLASS I TO V AS STOOD ON 30.09.2001.
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- Table – 8 PASCHIMBANGA RAJYA SHISHU SIKSHA MISSION REPORT AS ON 01.11.2003.

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Table - 1

Literate Population in West Bengal by District, Census, 1991 and 2001

1	Literacy Rate					
	Persons		Males		Females	
	1991	2001	1991	2001	1991	2001
2	3	4	5	6	7	
West Bengal	57.70	69.22	67.81	77.58	46.56	60.22
Cooch Behar	45.78	67.21	57.35	76.83	33.31	57.04
Jalpaiguri	45.09	63.62	56.00	73.64	33.20	52.90
Darjeeling	57.95	72.87	67.07	81.28	47.84	63.92
Uttar Dinajpur	34.58	49.63	45.21	59.27	22.85	37.16
Dakshin Dinajpur	46.40	64.46	56.75	73.30	35.33	55.12
Malda	35.62	50.71	45.61	59.24	24.92	41.67
Murshidabad	38.28	55.05	46.42	61.40	29.57	48.33
Nadia	52.53	66.55	60.05	72.67	44.42	60.06
24 Parganas (North)	66.81	78.49	74.72	84.35	57.99	72.13
24 Parganas (South)	55.10	70.16	65.45	79.89	40.57	59.73
Kolkata	77.61	81.31	81.94	84.07	72.09	77.95
Howrah	67.62	77.64	76.11	83.68	57.83	70.93
Hooghly	66.78	75.59	75.77	83.05	56.90	67.72
Midnapore	69.32	75.17	81.27	85.25	56.63	64.63
Bankura	52.04	63.84	66.75	77.21	36.55	49.80
Purulia	43.29	56.14	62.17	74.18	23.24	37.15
Burdwan	61.88	71.00	71.12	79.30	51.46	61.93
Birbhum	48.56	62.16	59.26	71.57	37.17	52.15

Notes: 1) percentage of literates has been calculated on the basis of Population aged 7 and above.

2) Figures for 2001 are Provisional

Source : Annual Report (2001-2002), Page No.343, Department of School Education, Government of West Bengal.

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Table - 2
Districtwise breakup of No. of Primary and Upper Primary Schools and Teachers

District	No. of Primary Schools	No. of sanctioned Post of Primary Teachers	No. of Primary Teachers in Position	Enrolment of Primary Schools	No. of Upper Primary Units in Secondary Schools	No. of Teachers in Upper Primary Units in Secondary Schools	Enrolment Upper Primary Units in Secondary Schools	No. of Primary School Teachers	
								Trained	Untrained
1	2	3	4 (C)	5	6	7	8	4(A)	4(B)
Bankura	3429	10122	10120	443901	535	4379	236980	6274	3846
Birbhum	2488	8117	7943	378350	484	2168	224497	4924	3019
Cooch Behar	1810	6517	6402	413018	340	1514	187294	4225	2177
Murshidabad	3099	11461	10840	887563	619	2822	424029	6720	4120
South 24 Parganas	3771	14079	11379	924412	922	5376	495816	6827	4552
Dakshin Dinajpur	1311	4359	4315	242984	225	1187	116357	2805	1510
Jalpaiguri	1967	7628	6685	491006	363	1595	251698	4144	2541
Malda	1989	7229	5497	435411	395	2323	243827	3463	2034
Purulia	2970	7779	6042	311831	389	1549	191260	3746	2296
Uttar Dinajpur	1404	5032	3840	347984	240	978	184756	2419	1421
Burdwan	3890	15364	14957	758176	1026	7261	412081	11218	3739
DGHC	775	2872	2717	136452	186	552	44765	1766	951
Hooghly	2962	12126	11700	565667	774	8277	281115	8775	2925
Howrah	2196	9623	6950	408967	643	3588	169167	4517	2433
Paschim Medinipore	4687	14723	14322	747458	892	6572	311860	9452	4870
Purba Medinipore	3275	11327	11071	521317	655	4827	204580	7306	3765
Nadia	2655	9927	9324	628132	598	4154	209058	6061	3263
North 24 Parganas	4221	16020	13331	896362	1414	7682	564573	8798	4533
Siliguri	417	1490	1270	78600	79	281	105789	787	483
Kolkata	1450	7376	5815	515156	865	9056	300744	4070	1745
Total	50766	183171	164520	10132747	11644	76141	5160246	10829	56223

Remarks: More than 80% Teacher in Upper Primary unit are trained
Source : Director of School Education, Bikash Bhavan.

Table -3
New Institutional Arrangement

	District	No. of Primary Education Circles	No. of CLRC	No. Of CRCs formed / under formation	Functioning of CLRC	Functioning of CRC
1	Bankura	45	45	205	45	District- wise data not available, through functionin g
2	Birbhum	32	32	197	32	
3	Cooch Behar	24	24	158	24	
4	Murshidabad	41	41	290	41	
5	South 24 Parganas	51	51	354	51	
	Total of DPEP Phase I	193	193	1204	193	
6	Dakshin Dinajpur	17	17	75	17	
7	Jalpaiguri	27	27	163	27	
8	Malda	29	29	157	29	
9	Purulia	44	44	185	44	
10	Uttar Dinajpur	17	17	115	17	
	Total of DPEP Phase II	134	134	695	134	
	Total of DPEP Districts	327	327	1899	327	
11	Bardhaman	57	57	352	57	
12	DGAHC	14	14	132	14	
13	Siliguri	7	7	47	7	
14	Howrah	33	33	192	33	
15	Hooghly	44	44	302	44	
16	Nadia	37	37	237	37	
17	North 24 Parganas	57	57	326	57	
18	Paschim Medinipur	65	65	330	65	
19	Purba Medinipur	46	46	285	46	
20	Kolkata	23	0	115	0	
	Total of Non DPEP Districts	383	360	2318	360	
	Grand Total / Overall	710	687	4217	687	

Source : State Project Office, West Bengal Sarva Shiksha Abhiyan
Some Basic Information (as on 1.4.2003)

Table - 4

**DISTRICT WISE BREAK UP OF ENROLMENT OF BOYS AND GIRLS
(PRIMARY STAGE)
FOR CLASS I TO V
AS STOOD ON 30.09.2001**

Sl. No.	District	Boys	All Girls	Total
1	Bankura	237339	206562	443901
2	Birbhum	213756	164594	378350
3	Burdwan	391306	366870	758176
4	Barrackpore	30249	22832	53081
5	Calcutta	264796	250360	515156
6	Cooch Behar	210237	202781	413018
7	Darjeeling	69489	66963	136452
8	Dakshin Dinajpur	123044	119940	242984
9	Howrah	206234	202733	408967
10	Hooghly	297832	267845	565677
11	Jalpaiguri	251983	239023	491006
12	Malda	239686	195725	435411
13	Midnapore	627827	590948	1218775
14	Murshidabad	449954	437609	887563
15	Nadia	319269	308863	628132
16	North 24 Parganas	433420	422931	856351
17	Purulia	175574	136257	311831
18	South 24 Parganas	470658	453754	924412
19	Siliguri	41244	37356	78600
20	Tamluk	29318	26217	55535
21	Uttar Dinajpur	186358	161626	347984
Total		5269573	4881789	10151362

N.B. The figure of recognised unaided as well as non-recognised Private Institutions are not included in the above table.

Source : Annual Report (2001-2002), Page No.354, Department of School Education, Government of West Bengal.

Table - 5

**DISTRICT WISE BREAK UP OF ENROLMENT OF BOYS AND GIRLS
FOR CLASS VI TO VIII
(MIDDLE STAGE)**

District Report Total of Class VI TO VIII AS STOOD ON 30.09.2001

Sl. No.	District	All		Total
		Boys	Girls	
1	Bankura	84925	36404	121329
2	Birbhum	67801	51289	119090
3	Burdwan	190182	139293	329475
4	Barrackpore	71709	54194	125903
5	Calcutta	114778	112324	227102
6	Cooch Behar	61590	51135	112725
7	Darjeeling	14782	14405	29187
8	Dakshin Dinajpur	31309	17503	48812
9	Howrah	123841	61604	185445
10	Hooghly	124085	102121	226206
11	Jalpaiguri	72312	61565	133877
12	Malda	73575	47860	121435
13	Midnapore	179700	128910	308610
14	Murshidabad	109307	84429	193736
15	Nadia	105152	91742	196894
16	North 24 Parganas	111141	104100	215241
17	Purulia	56165	29491	85656
18	South 24 Parganas	128523	90720	219243
19	Siliguri	15160	13019	28179
20	Tamluk	60464	51030	111494
21	Uttar Dinajpur	44337	26651	70988
Total		1840838	1369789	3210627

N.B. The figure of recognised unaided as well as non-recognised Private Institutions are not included in the above table.

Source : Annual Report (2001-2002), Page No.355, Department of School Education,
Government of West Bengal.

Table – 6

**DISTRICT WISE BREAK UP OF ENROLMENT OF BOYS AND GIRLS
FOR CLASS IX TO X
(SECONDARY STAGE)**

District Report Total of Class IX TO X AS STOOD ON 30.09.2001

Sl. No.	District	Boys	All Girls	Total
1	Bankura	37549	11883	49432
2	Birbhum	29803	19329	49132
3	Burdwan	65993	46238	112231
4	Barrackpore	31879	27767	59646
5	Calcutta	61054	57451	118505
6	Cooch Behar	30802	23197	53999
7	Darjeeling	5763	5459	11222
8	Dakshin Dinajpur	13250	7419	20669
9	Howrah	63636	20212	83848
10	Hooghly	52141	36874	89015
11	Jalpaiguri	28230	22993	51223
12	Malda	26613	17417	44030
13	Midnapore	72613	41538	114151
14	Murshidabad	44921	23209	68130
15	Nadia	78135	70084	148219
16	North 24 Parganas	54324	44133	98457
17	Purulia	24890	12103	36993
18	South 24 Parganas	46980	28530	75510
19	Siliguri	7668	6142	13810
20	Tamluk	29621	27020	56641
21	Uttar Dinajpur	14171	7197	21368
Total		820036	556195	1376231

N.B. The figure of recognised unaided as well as non-recognised Private Institutions are not included in the above table.

Source : Annual Report (2001-2002), Page No.356, Department of School Education, Government of West Bengal.

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Table - 7

**DISTRICT WISE BREAK UP OF ENROLMENT OF BOYS AND GIRLS
FOR CLASS XI TO XII**

(HIGHER SECONDARY STAGE)

District Report Total of Class XI TO XII AS STOOD ON 30.09.2001

Sl. No.	District	All		Boys	Girls	Total
1	Bankura	13822	4177	17999		
2	Birbhum	13130	7161	20291		
3	Burdwan	34344	17695	52039		
4	Barrackpore	20089	18226	38315		
5	Calcutta	46546	37353	83899		
6	Cooch Behar	18839	10507	29346		
7	Darjeeling	1962	1729	3691		
8	Dakshin Dinajpur	8159	4569	12728		
9	Howrah	29846	6358	36204		
10	Hooghly	25223	19045	44268		
11	Jalpaiguri	11706	7145	18851		
12	Malda	9652	4305	13957		
13	Midnapore	30398	15821	46219		
14	Murshidabad	17478	7661	25139		
15	Nadia	15243	10803	26046		
16	North 24 Parganas	25398	20877	46275		
17	Purulia	10090	3311	13401		
18	South 24 Parganas	19312	9365	28677		
19	Siliguri	4591	2936	7527		
20	Tamluk	12112	7241	19353		
21	Uttar Dinajpur	2188	1861	4049		
Total		370128	218146	588274		

N.B. The figure of recognised unaided as well as non-recognised Private Institutions are not included in the above table.

Source :Annual Report (2001-2002), Page No.357, Department of School Education, Government of West Bengal.

Table – 8

Paschimbanga Rajya Shishu Siksha Mission Report as on 01.11.2003						
Sl. No.	District	Total No. of SSK as per DISE 2002	Total No. of Sahayika as per DISE 2002	Total No. of learner as per DISE 2002	Total No. of SSK (as per Admn. Rep. As on 01.11.2003)	Total No. of learner (as per Admn. Rep. As on 01.11.2003)
1	Cooch Behar	685	1553	42354	887	66199
2	Jalpaiguri	1083	2838	65174	1287	94509
3	DGAHC	523	1126	15234	668	29003
4	Siliguri MP	235	554	13104	342	28314
5	Uttar Dinajpur	578	1351	42716	1021	87440
6	Dakshin Dinajpur	458	996	23993	558	40043
7	Malda	407	1054	34056	587	79779
8	Murshidabd	1373	3534	88021	1426	176333
9	Nadia	435	797	28383	485	45803
10	North 24 Parganas	802	1869	45505	943	75262
11	South 24 Parganas	1249	2960	76140	1328	102453
12	Howrah	283	623	17155	322	25756
13	Purba Midnapore	900	2115	42981	1315	80254
14	Paschim Midnapore	2233	5161	101564	2918	183083
15	Bankura	331	533	12894	431	24631
16	Purulia	166	213	7285	321	16998
17	Burdwan	940	2116	56147	1091	87690
18	Hooghly	259	536	13970	293	23019
19	Birbhum	556	1078	28792	627	48734
	Total	13496	31007	755468	16850	1315303

(as on 1.4.2003)

Source : Paschimbanga Rajya Shishu Siksha Mission, West Bengal.

CHAPTER – II

CHAPTER – II

PLANNING PROCESS : DETAILS OF CONSULTATION AND BUDGET

Chapter – II

Planning Process: Details of Consultation and Budget

1. Steps taken in the Planning Process:

Preparation of a “**Perspective Plan and Budget for Teacher Education**” in West Bengal requires, for all practical reasons, serious discussions and consultation with focus groups and stakeholders of teacher education in the state.

The significant steps taken in this direction in the “Planning Process” are noted hereunder:

- The State Council of Educational Research and Training (SCERT), West Bengal being entrusted, in January 2004, with the responsibility of preparing perspective plan, initiated the discussion and consultation.
- In compliance with the desire of the Principal Secretary, Department of School Education of the State, a core committee was formed with a number of distinguished educationists especially well conversant in the field of teacher education, e.g; **Dr. Subimal Sen**, Vice Chairman, West Bengal Council of Higher Education; **Dr. Dilip Kumar Chakraborty**, Principal of David Hare Training College, Kolkata; **Professor Jyotir Bhusan Dutta**, formerly a Faculty Member of David Hare Training College, and presently a senior member of the Faculty Council of Education, University of Calcutta, and Academic Consultant of Paschimbanga Rajya Shishu Siksha Mission; **Dr. Aditi Ghosh**, Head of the Department of Education, University of Calcutta; Prof. Shubhalaxmi Nandy, Head of the Department of Education, University of Kalyani, Prof. S. K. Sarkar, Secretary, West Bengal Board of Primary Education, Sri Jayanta Kumar Mitra, Deputy Secretary, Higher Education Department and Principals of CTEs of Banipur, Hooghly, Belur and **Professor Smt. Nina Nandy**, Prof. In-charge of the Institute of Education for Women, Kolkata; **Professor Anil Das**, formerly Professor in-charge of Banipur Govt. Training College, 24 Parganas; and **Dr. Rathindranath De**, Director, SCERT (convenor of the core committee).

A meeting of the core committee was held on in the Conference Hall of the SCERT, with **Shri Tapas Bose**, the then Principal Secretary, Department of School Education, in the chair.

In consideration of the fact the SCERT is ill-equipped for the purpose in respect of staff strength, it was decided in the meeting that **Prof. Jyotir Bhusan Dutta** and **Prof. Anil Das** would act as consultants for the purpose and they would assist **Dr. Rathindranath De**, Director of the SCERT, as and when necessary.

It was also discussed in the meeting that the Director, SCERT, would negotiate with the **Indian Statistical Institute** and also with the **Indian Institute of Management, Joka**, seeking their technical support for the purpose. However response from the organisations were not very encouraging.

- As per discussion of the meeting of the core team held on 24 March 2004, the SCERT initiated discussions with different stakeholders of teacher education in the state, e.g; President / Secretary of West Bengal Board of Primary Education, West Bengal Board of Secondary Education, West Bengal Board of Madrasah Education, West Bengal Council of Higher Secondary Education; Chairman and Director of Rabindra Mukta Vidyalaya; Dept. of Education of different Universities, which have been providing teacher education directly, Principals of the Institute of Advanced Studies in Education (IASE); College of Teacher Education (CTE); DIETS, few B.Ed. Colleges, Primary Teacher Training Institutes (PTTI) and heads of a number Primary, Secondary, Higher Secondary Schools and Madrasahs.
- Discussions were also held with a number of distinguished national experts, e.g; Professor **J.S. Rajput**, Director, NCERT, and the faculty member of the NCERT, **Professor O.S Dewal**, **Professor R.K. Dixit** and **Dr. K Walia**.

A few faculty members of the Indian Statistical Institute were also consulted.

- Discussion meetings were arranged with renowned educationists of the state e.g, **Professor Bhabesh Moitra**, former President of West Bengal Board of Primary Education, West Bengal Board of Secondary Education, and Principal of a B.Ed. College, Kolkata; **Professor Ranju Gopal Mukherjee**, former President of West Bengal Board of Secondary Education, Vice-Chairman of North Bengal University; and also with the **State Project Director** of Sarva Siksha Abhiyan (SSA), West Bengal.

- In the light of the above-mentioned discussions a questionnaire was prepared on behalf of the core committee for collecting information and data from different Boards of Education and also from Rabindra Mukta Vidyalaya (who function under the Department of School Education, West Bengal), in respect of requirements of teacher education (Pre-service and In-service) in their respective areas.
- A state level consultation meeting was organized on 22nd and 23rd June 2004, in collaboration with the NCERT to examine the curriculum framework developed by NCERT in the light of emerging perspectives of teacher education.
- A two-day workshop was organized on 28th and 29th June, 2004, to consider the views and opinions of different stakeholders in teacher education of the state as well as the scheme and data received from them in response to the questionnaire sent on behalf of the core committee in order to identify the direction for preparing a draft for the Perspective Plan and Budget, (Three group reports of the workshop are enclosed as annexures A, B, C).
- The draft for the 'Perspective Plan and Budget' was prepared by the SCERT with the active co-operation of **Prof. Jyotir Bhusan Dutta** and **Professor Smt. Nina Nandy**.
- The draft of the 'Perspective Plan and Budget' was examined in the meeting of the core committee held on 12th August 2004, before it was submitted to the Department of School Education, West Bengal.

2. Different Agencies / Organisations of the State and their respective responsibilities in Teacher Education.

Although the primary objective of preparing the 'Perspective Plan and Budget' for teacher education in West Bengal is to make an estimate of financial requirements of the state for revamping the process of teacher education at different levels and to assess the required central government assistance accordingly, it was also viewed as an opportunity in terms of initiating discussion among various organisations of the state about their respective responsibilities in the field of teacher education.

A list of such agencies / organisations and their role and responsibilities in the field of teacher education are therefore presented below for future plan of actions.

Agencies / Organisations in West Bengal, Their Status and Role in Teacher Education :

Sl. No.	Name of the Organisation/ Status	Role & function in Teacher Education	Specific Areas of School Education	Organization Net Work	Remarks
1.	State Council of Educational Research & Training (SCERT) [State Level Government Organisation under the Department of School Education, Government of West Bengal].	*Curriculum Development *Examination Reforms *Training & Extension *Educational Technology Survey/Research/Dissemination	All areas of School Education in collaboration with the Boards/Councils in West Bengal	Through the DIETs in the Districts	Staff strength & infrastructure require improvement
2	West Bengal Board of Primary Education (Primary) (An Autonomous Body under the Department of School Education) - Established in 1990 by virtue of act in the State Legislative Assembly)	*In terms of an enactment in the State Assembly all aspects of Teacher Education in connection with the Primary Teachers' Training Institutions (PTTI) in the State. In-service Teacher Education for teachers in 52 thousand primary schools & 125 PTTIs.	*All aspects of Primary Education (Classes I to V). *Framing of Curriculum/Syllabuses *Preparation of Text Books/TLM *Evaluation Procedure *In-service Training of Teachers etc.	*District Primary School Council (DPSC) in the districts	-

SL. NO.	Name of the organisation /Status	Role and function in Teacher Education	Specific Areas of School Education	Organisation Net Work	Remarks
3	West Bengal Board of Secondary Education (WBBSE) (An autonomous body under the Department of School Education, Govt. of West Bengal)	*In-service teacher education for the secondary School teachers working in almost 12000 Secondary Schools in West Bengal	<ul style="list-style-type: none"> * All aspects of education of the secondary schools in West Bengal (Classes VI to X). *Formulation of Curriculum/ Syllabus. *Preparation of textbooks for secondary education & approval of the textbooks published by the private publishers for secondary education. * Evaluation including conducting public examinations after completion of class X (Madhyamik Examination), *Granting recognition to Secondary Schools & looking after various matters relating to administration of secondary schools. 	<ul style="list-style-type: none"> *Through 4 regional offices and Head Office. *Collaboration with other State level agencies. 	
4	West Bengal Council of Higher Secondary Education (WBCHSE) (An autonomous body under the Department of School Education, Govt. of West Bengal)	*In-service teacher education for the Higher Secondary teachers working in 3500 Higher Secondary Schools in West Bengal	<ul style="list-style-type: none"> *All aspects of Higher Secondary Education. *Framing of Curriculum / Syllabi. *Conducting H.S. Examination. *Need based in-service teacher education & preparation of modules. *Preparation of textbooks for higher secondary education. 	*Regional offices spread over different regions of the state & other state level agencies & functionaries.	

Sl. No.	Name of the organisation /Status	Role and function in Teacher Education	Specific Areas of School Education	Organisation Net Work	Remarks
5	West Bengal Board of Madrasah Education (WBBME) (An autonomous body under the Department of School Education, Govt. of West Bengal)	*In-service teacher education for teachers serving in recognised (508) Madrasahs in West Bengal	*All aspects of education in the recognised Madrasahs in West Bengal. *Conducting public examination for the students of recognised Madrasahs.	*Different State level agencies & functionaries associated with School Education, in West Bengal.	
6	Rabindra Mukta Vidyalaya (RMV) An autonomous body under the Department of School Education	* As a State Open School RMV conducts in-service teacher education particularly in respect of open school concept.	*All aspects of Open Schooling in the State. *Framing of curriculum/Syllabus. *Preparation of textbooks/audio/video materials/CD-Rom/ etc. *Framing evaluation rules & certification. *Management & Teacher Education in open school.	*Through different study centres in the State. *Collaboration with State/District level institutes, organisations.	
7	Paschim Banga Rajya Shishu Siksha Mission (a registered body working under Panchayet and Rural Development Department, Govt. of West Bengal).	In – Service training of Sahayikas (para teachers) attached to more than Sixteen thousand Sishu Siksha Kendras (SSK) and 3500 Madhyamik Siksha Kendras (MSK) which work under Education Guarantee Scheme of the S.S.A	Supports and monitors all aspects of education of students studying in the SSKs & MSKs. The curriculum & syllabus as well as the textbooks, which are prescribed by the WBBPE and WBBSE, are also being followed in the SSKs and MSKs respectively. <ul style="list-style-type: none"> • Training of District level Resource Persons, Academic Supervisors. • In –service training for Sahayikas of the SSKs and Samprasarakas of MSKs 	Through Panchayet System, other State level organisations like WBBPE & WBBSE and Village level functionaries like VECs & Managing Committees of the SSKs and MSKs	Department of School Education has no direct function in respect of the SSKs & MSKs

3. Summary of Emerging Issues in Teacher Education:

Various issues emerged out of the process of Consultation that took place during the planning of Perspective Plan and could be classified as related to:

A. Administrative

- (1) Co-ordination among different organisations in School Education, Teacher Education and Higher Education.
- (2) Gap in the number of sanctioned posts and the actual number of teachers at different levels of school education/teacher education. Filling up of vacancies.
- (3) Role of DIET and its relation with SCERT/WBBPE/IASE/PTTI in the State.
- (4) Sharing pattern of State & Central Government funds- proportion and duration.
- (5) Mode of allocation of funds to different agencies.
- (6) Number of untrained teachers.
- (7) Increase in the weightage for Pre-service training during selection of Secondary school teachers by SSC (School Service Commission).
- (8) The cost of training of Deputed teachers (Salary etc.) as a component of training cost.
- (9) On the job training for untrained employed teachers – different modes.
- (10) Development of infrastructure of teacher education institutions – uniqueness of the PTTIs in West Bengal – link of DIET and PTTI – resource support to the PTTI from the DIET.
- (11) Assessment of need and provision of facilities according to requirements.
- (12) Identification of agencies responsible for in-service training.
- (13) Sensitisation of key functionaries at DRC and CRC.
- (14) Projection of the number of institutions over the years.
- (15) Inclusion of Inspectors of Schools in training Programme.

B. Academic

- (1) Duration and entry qualification in Pre-service Teacher Education Programme in the
(a) PTTI (b) DIET (c) Secondary Teacher Education Institutions.
- (2) Whether pre-service training should be made compulsory for Secondary School teachers, proportion of Theory and Practice in Pre-service programme.

- (3) Introduction of crash course/online course/ on the job training using ICT for the large number of untrained teachers already in service.
- (4) Orientation of teachers in different subjects for improvement of quality in classroom transaction.
- (5) Identification of training needs of practising teachers.
- (6) Refresher courses of longer duration.
- (7) Training of teacher educators.
- (8) Educational Research – its strengthening and dissemination including evaluation, monitoring and impact analysis at SCERT.
- (9) Establishment of better co-ordination in the field of teacher education through appropriate linkage with Higher Education and School Education.
- (10) Renewal of curricula by the Boards/Councils of School Education and subsequent changes in Pre- and In-service Teacher Education Programme.
- (11) Integrated Science/Social Science – training requirement.
- (12) Emerging Social issues in teacher education programme.
- (13) ICT in Education, Environmental Education, Vocational Education, Value Education in Teacher Education Curricula.
- (14) Importance of co-scholastic areas, human rights, gender equity in teacher education.
- (15) Utilisation of distance education in revitalising Teacher Education, Computer aided content-based learning, self-learning; evaluation process – system of grading.

Enclosure – 2B:

Budget Estimate for DIET (1st, 2nd and 3rd Phase)

Enclosure – 2C:

Budget Estimates for the Training of Teachers of Darjeeling Gorkha Autonomous Hill Councils

List of Enclosures in Chapter – II

<p>Enclosure – 1: (A) Report, (B) Presented papers and (C) List of Participants of the State Level consultation meeting on “Emerging Perspectives in Teacher Education” held on 22 – 23 June, 2004.</p>
<p>Enclosure – 2: List of Participants of the Workshop on “Preparation of Perspective Plan in Teacher Education” held on 28 – 29 June, 2004 at SCERT (WB).</p>
<p>Enclosure – 2A: Recommendation of Group ‘A’ on Primary Education in the workshop on “Preparation of Perspective Plan in Teacher Education in West Bengal”.</p>
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<p>Enclosure – 2 D: Costing And Budget Requirements For The IASEs & CTEs During Xth Plan Period.</p>
<p>Enclosure – 2E: Budget Estimates for the Training of Teachers of Rabindra Mukta Vidyalaya.</p>
<p>Enclosure – 2F: Budget Estimate for DIET (1st, 2nd and 3rd Phase)</p>
<p>Enclosure – 2G: Budget Estimates for the Training of Teachers of Darjeeling Gorkha Autonomous Hill Council.</p>

Enclosure – 1 (A):

**REPORT ON STATE LEVEL CONSULTATION: 'EMERGING PERSPECTIVES
IN TEACHER EDUCATION': 22-23 JUNE 2004.**

SCERT, West Bengal organised a State Level Consultation on 22-23 June 2004 at Vidyasagar Bhavan, WBCHSE with technical and financial support from NCERT, New Delhi. The consultation was inaugurated by Shri Kanti Biswas, Hon'ble MIC, School Education and Madrasah and was attended by eminent educationists, teacher-educators from IASEs, CTEs, DIETs, PTTIs, University B. Ed. Departments, B. Ed. Colleges, key officials from the School Education Department and Presidents and representatives of different Boards. After intense deliberation for two days, several academic, administrative and general issues emerged.

In his inaugural address, **Shri Kanti Biswas**, Hon'ble MIC described teaching as a noble profession as the teacher has to keep the light of knowledge burning. The role of the teacher is to impart knowledge, interpret knowledge in the national context with global perspective. The Hon'ble Minister stated that the picture of the educational sector of India is quite dismal, its rank being 61st in the Worldwide Educational Index. The number of teachers is quite inadequate in India and the number of trained teachers is still less. The scenario in West Bengal is even more desperate compared to the national average.

He said that several issues have to be kept in mind while deliberating on Teacher Education:

1. Pre-service training in primary and secondary stages.
2. ACMCL (Advanced Curriculum Model of Cognitive Learning) mode of teacher training.
3. Vocational education – suitable mode of implementation.
4. The norms formulated by NCTE. They being idealistic in nature differ from the ground realities. The problems faced are – paucity of funds, lack of proper infrastructure etc. He agreed in principle to the idea of increasing the duration of teacher training course but differed on the mode of implementation.

The Hon'ble Minister reiterated the crucial role played by teachers in preparing the future citizens of a country.

In his welcome address, **Dr Rathindranath De**, Director, SCERT, West Bengal stated that although the different autonomous Boards / Councils in West Bengal formulate their own syllabi / curricula, the national experience gathered by NCERT can be shared in such a forum. He expressed the hope that issues that would come up can be incorporated in the Perspective Plan on Teacher Education in West Bengal; several new ideas that have emerged in the field of education have to be considered, like ICT, Environmental Education, Value Education etc. The teachers have to be prepared to cope with the mounting pressure on them.

Prof. J.S. Rajput, Director, NCERT and Chief Guest, highlighted the role of the teacher in a society and the need of Teacher Education. He stated that a model Curriculum has been formulated by NCERT and the opinion of the different States was sought. The validity of an issue keeps changing with time, like the need for Environmental Education has been felt as an issue of survival and NCERT has prepared a suggestive syllabus on it.

He described the teacher as a curriculum constructor who modified the prescribed curriculum according to local needs and infrastructure. He is the guide of the community and is the observer, interpreter and articulator of changes in the society. The need of teacher in providing leadership to the society in preserving its culture and heritage should be directly translated into changed needs of Teacher Education Curriculum, Framework. The gap between the existing curriculum and the changes envisaged should be bridged.

The ultimate aim of education should be 'learning to live together'. Education should be rooted in culture and committed to progress.

Prof. Rajput mentioned that the issues like co-scholastic areas, human rights etc. have to be considered. He emphasised that only teachers can provide a better life for our future citizens. Education should primarily build up the character of the citizens, which would ultimately lead to national development.

Prof. O.S Dewal (NCERT), in his deliberation in the Workshop desired that in the proposed Perspective Plan in Teacher Education certain key issues might be taken care of:

- i. Duration of B.Ed. Courses.

- ii. Nature of the course content.
- iii. Advent of educational satellite.
- iv. Utilisation of distance education in revitalising Teacher Education.
- v. ICT in teacher education

He mentioned that various dimensions can be explored and suitable methodology can be evolved.

He stressed that -Teacher is the person who ultimately transforms knowledge into wisdom.

President, WBCHSE, enumerated the aims and objectives and teaching pattern of Higher Secondary curriculum. According to him, the thrust areas of teacher education may be:

1. Enrichment in the areas of curriculum in respective discipline.
2. Reflection of enriched deliberation at the classroom situation.
3. Inculcation of innovative ideas among the students.
4. Motivation of the students through teaching –learning so that they may have their mind-set towards the subject.
5. Encouragement of students for higher studies that would ultimately lead to research mindedness.
6. A systematic orientation programme for in-service teachers at regular intervals of time.
7. Scope of self-learning.
8. Orientation programmes, Refresher courses for computer friendly attitude.

Prof. Ranju Gopal Mukherji, Chairman (Rabindra Mukta Vidyalaya), mentioned that important changes in our familiar surroundings warrant incorporation of new ideas in every field, including education. He mentioned that the advent of liberalisation, privatisation and globalisation has impact on every aspect of society and Education has now become a marketable commodity. He examined various issues as addressed in the book on CFTE by NCERT and observed the following:

1. Value Education – He stated that we must emphasise Value Education but the concept of religious teaching is strongly defied in West Bengal. It is true that there is rapid erosion of values due to predominance of economic concerns and self-centred, consumerist approach towards life. He wanted the system of value education in the teacher education programme in a proper manner.

2. Physical & Health Education – We have to evolve methods by which the teacher will have the scope to monitor the mental and social health of students.
2. Continuous Comprehensive Evaluation in teacher education courses be adequately emphasised.
4. ICT in teacher education, the available opportunities should be utilised.
5. Evaluation – Methods of framing questions for in-service teacher Education programme to be emphasised.
6. Open Schools –related challenges to be dealt with during in-service programme.

Dr. Abdus Sattar, President, WBBME, traced the history of Madrasah Education in the State and described its present status with respect to number of schools, number of teachers, examination pattern and main characteristics viz. Rural base, emphasis on classical education, economic backwardness of students population which is by and large Muslim. He explained the measures adopted in Madrasahs:

1. Orientation on revised syllabus of classes VI –VIII – its transaction and evaluation.
2. Computer aided content-based learning.
3. Teaching-learning of classical subjects.
4. A comprehensive teacher training package highlighting modular based learning points, competencies, teacher's activities, evaluation, planning and management, gender equity, SSA and other national and international trends, positive values and attitudes.
5. Emerging trends – ICT, Learning Society, Continuing Education, MLL, frontline Curriculum, Research in Education, Physical and Health Education, impact of media, adolescence education, AIDS/HIV, globalisation, protection of environment, emphasis on practicum in teacher education, joyful learning, inclusive education etc.
6. Other competencies to be developed in the teachers for solving the actual classroom problems, development of communication skill and teacher's personality.

Prof. Bhabesh Moitra in his presidential address stressed on the importance of the public education system and the need to defend it. He differentiated teacher education and teacher

training, the former being broad in aspect and the latter being rather specific. He spoke about specialised courses on theoretical and practical components. He explained the problems of various teacher education programmes and desired that different models may be made available. He wanted introduction of integrated course on teacher education after +2 stage in suitable institutions. He also wanted various certificate courses on different aspects for in-service programme. According to him, Teacher Education is necessary to improve the Teacher, if not to 'prepare' him / her. The comprehensiveness of Education should be catered to. Some perspectives that need to be incorporated in Teacher Education are – Adolescence Education, Environmental Education, Value Education, Vocational Education, Physical Education, Mental Health, etc.

Other Pertinent General and Administrative Issues that came up for discussion during the State level consultation were:

In-Service teacher education:

- Nature of course content.
- Advent of educational satellite and use of Radio, Television and Computers in Teacher Education.
- Systematic orientation programme for in-service teacher at regular intervals.
- Refresher courses on Methodologies of Schools subjects as per revised curricula.
- Need based in-service training.
- Appropriate methodology for effective classroom teaching.
- Duration of in-service training.
- Emphasis on hands-on activities.
- Subject-specific inputs.
- Frequency of training - should be preferably after every five years.
- Preparation of modules/packages.
- Familiarisation with new ideas and technologies.
- Component of training may be selected after discussion with the trainees beforehand.
- Arrangement of follow-up programmes-impact evaluation.
- Selection, preparation and transaction of the training materials.

- Guidance and counselling Programmes.
- Coordination between higher education and school education through NCERT, SCERT, DIET, NCTE etc.
- Deputation system – changes required.
- In-service training of teachers on different real issues of daily school activities.
- Strategies for evaluation of textual and training materials.
- Survey of need based programmes.

Pre – Service

- Identification of objectives in tune with those of primary, secondary and H.S. education. State and Regional level academic/professional resource centres to be developed.
- Utilisation of resources – human, financial and physical.
- Augmentation of institution - community relation.
- Inclusion of competency – based skill development and practical components.
- Coordination among the apex bodies.
- Effectiveness of training to be gauged at the time of appointment of teachers.
- Duration of the course.
- Reorientation of curriculum according to the changed curricula at the school level.
- Preparation of question Banks.
- Introduction of grading system in evaluation.
- Uniform curriculum design coordination among the curricula of different universities.
- Stress on practical activities such as pedagogical analysis.
- Introduction of internship of Trainee Teachers.
- Follow-up programme after training.
- Courses should be effective in real-life situations.
- Emphasis on 'mini teaching'.
- Certificates may be presented after practice teaching classes. Evaluation by subject teacher of the school where practice teaching is conducted might be introduced. These classes may be conducted throughout the session instead of restricting them to a few days.

Enclosure – 1(B).1.

‘Teacher Education at Higher Secondary Stage’ – paper presented by Dr. Jyotirmay Mukhopadhyay, President, West Bengal Council of Higher Secondary Education.

The vision and goal of Higher Secondary Education is to scan the need and interest of learners after ten years of schooling and to identify their academic requirement to face the challenge of Higher Education in the fast changing technological advancement.

Components of Higher Secondary Education in West Bengal are,

1. English and one major Indian language having two papers in each language aiming at acquaintance with language, literature and historical development of the language.
2. Three/four elective subjects from a subject package consisting of nine groups having more than thirty subjects distributed in two papers in each elective subject.
3. Specified activity as compulsory co-curricular programme though one of the activities like N.C.C., Work Education, Physical Education, National Social Service.

It requires mentioning here that the Council has included Environment as compulsory study through languages, elective subjects and through specified activities.

At the Higher Secondary stage of education two streams have been envisaged in the recommendation of Kothari Commission – General Stream and Vocational Stream. Although both the streams ultimately lead to the world of work through a process of attaining higher competencies step by step we do treat vocational education as educating students through a continuous process of change over from abstract to concrete and from concrete to abstract. This concept is equally applicable in general stream too though more emphasis is laid down on theoretical aspects.

Aims and Objectives of Higher Secondary Education in West Bengal

Aim of our Council is to enrich the seekers of Higher Secondary Education so that they can

- (i) Inculcate scientific and rational outlook and develop analytic skills and motivate them in enriching knowledge for their social existence.
- (ii) Become good and responsible citizens with democratic values in the pluralistic existence of the society.

- (iii) Be trained up to earn their livelihood by participating actively in the production system of our country.
- (iv) Appreciate and analyse the deep interrelationship between the natural and physical, animate and human environment and their social life.
- (v) Develop and enrich the concept of vertical mobility from loosely specialised higher secondary education to the more specialised higher education and higher professional training.
- (vi) Expose themselves to the emerging world of knowledge and profession and venture for new opportunities in the rapidly changing globalised scenario.
- (vii) Visualise the complexity of social life and develop skills to analyse and study the same.
- (viii) Develop skills of fluent and rational articulation in respect of written and spoken competencies in English and one of the major Indian languages.
- (ix) Develop logic of reasoning in problem solving and attain ability to apply in real life situation.
- (x) Enrich themselves with deeper subjective inroads for smooth transition from the schooling system to the world of knowledge and research.
- (xi) Acquire positive attitude towards self-employment.
- (xii) To respect the concept of equality of genders and to regard the concept of equality among the people of different culture thereby upholding the spirit of unity among diversity.

To understand the complexity in the society at this crucial juncture and to inculcate values through education in the mind of learners, there is no alternative to teaching-learning through classroom situation. Education is reckoned as a process of human empowerment through which one can attain better quality of life and achieve higher quality of enlightenment. Academic luminaries throughout the world are of the view that value education is achievable only through teacher-taught interaction and classroom is the only situation where different spheres of this class divided society unite together to form a classless society in search of human empowerment.

Teacher Education Programme in General Stream:

The structure of education in our country is so planned that the stage of higher secondary education has a unique positioning the education system. Passing through a stage of class ten education students become enriched with basic foundation of knowledge in English, Mother

tongue, Science, Social Science and Mathematics. Majority of students' community enter into the higher secondary stage where they are supposed to be enriched with the philosophy of language, literature and basic knowledge in specified branches of different disciplines. This stage enlightens students to make inroads to philosophical aspects of subjects like Physics, Mathematics, History, Education, Accountancy, Computer, Anthropology etc. This is dependent on teacher-taught interaction through classroom situation. To fulfil this goal in the fast changing scenario of academic world the teacher education is a must for enrichment together with improved academic skill.

As has been observed by Professor R. H. Dave, teacher education should be so designed that pre-service teacher education may be useful at the entry point of service. A systematic orientation programme for in-service teachers should be done at regular interval of time. This training has direct bearing with updating of teaching materials, curriculum and syllabus. There should be scope of self-learning for self development of teachers. Orientation programme, Refresher courses for all sections of school management followed by computer friendly attitude will improve the academic and administrative atmosphere of each institution.

Teacher education at higher secondary stage should be based on following:

- I. Enrichment in the areas of curriculum development in respective discipline.
- II. Reflection of enriched deliberation at the classroom situation.
- III. Inculcation of innovative ideas among the students.
- IV. Motivation to the students through teaching learning so that they may have their mind-set towards that subject.
- V. Encouragement to students for higher studies that would ultimately lead to research mindedness.

Training Programme for Vocational Stream:

General education and vocational education at higher secondary stage ultimately lead to acquiring more competencies required for higher education, higher professional education and higher vocational education. Considering the scope of vertical mobility in vocations with more areas of opening, training programmes for teachers should be so designed as to encourage

awareness and motivate them for participation in orientation in vocation, exploring new ideas in vocational stream and continuation of all these activities at regular intervals of time. Teachers should be encouraged to interrelate general and vocational education at all stages of secondary and higher secondary education so that horizontal and vertical bonding may be possible in general and vocational streams. The teachers for students' enrichment should use fieldwork in co-related areas with technology assistance. This will equip them to face the challenge of the world of work in changed scenario due to globalisation. It is a general phenomenon that the intakers of vocational education treat this area of study as a second grade education in comparison to the general higher secondary education. This misconception should be removed from the mind of takers of vocational education. There is comparatively more scope in the world of work in vocational areas than in general areas and this message should be taken to the society at large and the teachers have to play pivotal role in this direction.

Enclosure – 1(B).2.

'Emerging Perspectives in Teacher Education' – paper presented by Dr. Abdus Sattar, President, West Bengal Board of Madrasah Education.

Mr. President, Hon'ble MR. Kanti Biswas, MIC, School Education Department, Govt. of West Bengal, Respected Chief Guest and Guests of Honour, Fellow Presidents from Different Boards, Programme Director, Respected Participants, Experts and friends.

I like to convey my utmost regards to all of you in connection with the above noted subject and particularly to the NCERT, New Delhi to organise this State level consultation.

You are well aware that our Madrasah Board has been an autonomous body, by the Act of West Bengal Legislative Assembly since 1994, though the Madrasah System and the origin of the Board started long back. The English tried to modernise it with the establishment of Calcutta Madrasah since 1780. At present the Board has 238 recognised High Madrasah and 168 recognised Junior High Madrasah, (similar to the syllabus and contents of the West Bengal Board of Secondary Education and the High Madrasah Examination is equivalent to Madhyamik Examination) and 102 Senior Madrasah which has four types of courses:- (a) Alim Examination, classes I-X; (b) Fazil, classes XI-XII; (c) Kamil undergraduate; (d) M.M. – Post graduate level. The Alim level examination is equivalent to Madhyamik examination and the other three are yet not declared equivalent. The total number of in-serviced teacher at the primary level is 408 and 6626 for Upper Primary to Higher Secondary level. The main characteristics of Madrasah education are:- (1) It is mostly rural based; (2) Rural backwardness; (3) Enrolment of the students from mostly backward and poor community both Muslim and Non-Muslim and established and maintained by the local Muslim population. As a result there is proportional and optimum emphasis on classical education.

We do agree the importance of role of teachers in the transaction of teaching, learning and evaluation and the empowerment of students in both cognitive and non-cognitive areas. They stand control to all teaching-learning activities and it is their dedication, professional

competence, love for institutions, students, community and knowledge that makes all the difference from institution to institution-factors lead to: "quality" teaching-learning, "quality" institution and "quality" education.

Without repeating the much said qualities of teacher, teacher-education and quality teaching-learning I would like to suggest some of our needs of teacher-education for consideration of the Respected Experts present here.

- (1) The Board has at present more than 7000 in-service teachers at both elementary and secondary level. Some of these teachers say 1500 had been oriented under DPEP, SSA and SOPT programmes. The remaining teachers will go in-service training either through DPEP or SSA assistance or through new grants of finance from the State Government or from the NCERT. We are submitting proposal to SCERT for making provision for financial assistance.
- (2) The curriculum and syllabus from class VI-VIII has been reconstructed from the current academic year and the teachers at this level, thus need immediate re-oriented in-service training on transaction of curriculum, syllabus and evaluation so that teaching-learning and management can be institutional-friendly and community-friendly.
- (3) Computer has been introduced on the demands of the 21st century in 18 High Madrasahs where attention would be given to computer aided content-based learning and adequate arrangement will be made accordingly without further delay. Suitable strategies should be developed to co-ordinate existing training mode with this new direction.
- (4) The Madrasahs, due to its historical development, has some classical subjects and the transaction of teaching-learning on these subjects should be made accordingly.
- (5) A comprehensive teacher training package, if necessary on modular basis, may be developed highlighting modular based learning points, competencies, teacher's activities on teaching-learning and evaluation, planning and management, gender equity, SSA and other National and International trends and also focusing on developing quality-education and quality-institution side by side emphasising on positive values and attitudes in teachers and students.

It will be worthwhile to mention here that phenomenal changes have taken place in every aspect of education throughout the world; India and West Bengal can not be exception to such developments. ICT, Learning Society, Continuing Education, MLL, Frontline Curriculum, Research in Education, Physical and Health Education, impact of media, stress on adolescence education, AIDS/HIV, globalisation, protection of environment, emphasis on practicum in teacher education, joyful learning, inclusive education etc. are some of the areas are to be focussed in teacher education programmes according to stage-specific and context-specific needs. We are now passing through a changed atmosphere in Indian education and here the major emphasis is to be given on secular and scientific educational programmes free from religion and communalistic bias.

Existing teacher education programmes mostly emphasises “Literacy in training” without concrete reference to classroom situation, problems and their solutions. Our classroom needs a teacher with –

- (1) through knowledge of subjects;
- (2) the ability to outline the learning points and competencies of each content unit in different subjects;
- (3) ability to develop suitable transactional strategies to teach joyfully at multilevel and multi-grade classroom situations;
- (4) ability to plan, organise and manage the different aspects of teaching and institutional management;
- (5) capacity to organise activities on projects, single and group activities, debates and seminars for transforming from “knowing level” to “doing” and “living together” environment.

That India is a multicultural country needs to be focused in the teacher-training and teaching-learning. Adequate practice sessions should be provided in the teacher training programmes so that expected competencies can be developed in the teachers for solving the actual classroom problems. There are many topics and theories in the teacher-training programmes which have no practical orientation during the training periods. Moreover the development of teacher’s skills,

development of teacher's personality and right type of skills in communications are very necessary to make teaching satisfying to the students and community.

The teacher-training framework as proposed by the NCTE and the NCERT have some negative aspects, which are to be discussed elaborately in this State Level Meeting. We hope that this endeavour will be able to develop some guidelines and strategies, which will be helpful for evolving state specific perspective of teacher education.

I like to conclude by saying that our State has given due emphasis on pre-service and in-service teacher education through public and private enterprises, emphasising Education for All (EFA), joyful and productive learning, gender equality, environmental studies and activity aspects. We are part of the DPEP and SSA to achieve the objectives as are necessary to meet the State needs at the elementary level and hope to achieve the same at the Secondary and Higher Secondary level through our collective efforts.

Enclosure – 1 (B).3

“Some suggestions for Alleviating the Difficulties faced by Teachers’ Training Colleges” – submitted by Dr. K. K. De, David Hare Training College, Kolkata -19.

1. Introduction :

Teachers’ Training Programme (TTP) in our country envisaged a thorough change under the initiative of Central Govt., State Govts, UGC, NCTE, different education commissions and different education boards. More training colleges, IASEs, CTEs have been established. NCERT and SCERT’s have taken active part in implementing TTP at different levels. Still it is apprehended that TTP has not reached the desired goal due to dissonance between needs and facilities of the schools, and the TTP. A close scrutiny of TTP, status of teaching profession, needs of the schools, their infrastructural facilities will lead us to suggest a few steps to make TTP meaningful and functional. These are stated below:

2. Development of Teaching Profession:

- (1) Teaching should be treated as a profession like medical, engineering, legal etc. professions. There should be provision for registration in this profession.
- (2) Teachers’ Training (TT) should be a precondition for full-fledged entry into the teaching profession.
- (3) Enrolment in TT Colleges should be commensurate with teaching posts available in different subjects at different levels in the schools in order to avoid wastage and also frustration among trained personnel.
- (4) Persons qualifying at School Service Commission’s examination should be sent for T.T. and then on the basis of combined results in B. Ed. examination and School Service Commission’s examination a panel should be prepared for posting of teachers in schools.
- (5) There should be provision for testing teaching-aptitude and personality of the candidates either in the process of testing by school service commission or by the training colleges.
- (6) In addition to practice teaching, there should be provision for apprenticeship of each trainee in the school for a period to be decided upon by the experts.

3. **Enrichment of Teacher-Educators:**

- (1) All teacher-educators having experience less than 10 years in training colleges and having no experience of teaching in secondary/higher secondary schools for at least 5 years, should undergo M. Ed. course.
- (2) Ratio of teacher-educators and trainees in terms of number should be moderately large.
- (3) Persons with appropriate qualification and experience should be appointed as part-time teacher educators if there is a shortage of staff in training colleges.
- (4) Every teacher as well as teacher-educator should publish one article in reputed journals every two years on the educational issues. Teachers and teacher-educators should also give evidence of their innovation in teaching-learning.
- (5) There should be provision for frequent exchange of teaching-expertise among the training colleges.
- (6) There should be a separate body for recruiting teacher-educators. Their qualification and experience should be determined keeping an eye to the needs of teachers' training colleges. Also cooperation of senior and experienced teachers (including retired ones) as experts should be sought more and more in such recruitments.
- (7) Teacher educators should periodically enrich themselves through IASE, CTE, DIET etc.
- (8) Full scale functioning of IASE & CTE should be secured and their potentiality should be fully utilised for the benefit of concerned people.
- (9) B. Ed. should be included under post-graduate faculty in a university and be given the status of postgraduate diploma, while 1 year's M. Ed. Course should be given the status of a full-fledged post-graduate degree. Separate "Board of Studies in Teachers' Training" is essential in a university for smooth and independent growth of teachers' training and it should never be considered as an adjunct of "Pure Education" or Pedagogy.

4. **Development of Training Programme:**

- (1) There should be adequate provision for group activities, individual activities, intra and inter colleges competitions on different topics.

- (2) Computer-training including *WORD*, *EXCEL* and *POWER POINT* should be an integral part of TTP.
- (3) There should be provision for action research on the various issues and problems of a school.
- (4) There should be provision for interviewing educationists, educational administrators, inspectors, educational planners, writers by the trainees and publishing the report by them.
- (5) There should be provision for analysing Text Books, question papers, educational reports in newspapers, magazines etc. and publishing reports.
- (6) There should be provision for simulated lessons, micro/mini teaching under each and every training college.
- (7) There should be mandatory sessions for educational guidance and counselling in every teachers' training college.
- (8) More time and effort should be devoted for practice teaching – at least 30 full working days and 40 lessons with not more than 2 lessons executed per day.
- (9) More contact between trainees and teacher-educators is desirable.
- (10) Experienced school teachers may be requested to give their friendly suggestions and guidance to the trainees during practice teaching.

5. Curriculum for T.T.P.:

The curriculum for TTP should be precise, functional and practical rather than theoretical. A model of such curriculum is presented below:

- (1) Schools of philosophy like: pragmatism, naturalism; discipline, activity based curriculum, great educators, development of values, emerging needs of the schools under present social context.
- (2) Needs of the children, theories of learning, intelligence, creativity, motivation, learning disability, group dynamics, education of the backward children, gifted children, education of the children in an overcrowded classroom, education for the heterogeneous composition of the children in a classroom.
- (3) Problems of education in modern India, educational policies, planning and administration.
- (4) Educational Technologies and their functions in schools.

- (5) Educational administration, supervisions and inspections.
- (6) Evaluation and grading system.
- (7) Activity based teaching-learning practices.
- (8) Educational and vocational guidance.
- (9) Development of teacher-behaviour.

6. Evaluation in Training Colleges:

- (1) There should be provision for both internal and external examiners for examining every aspect of training, with equal weight-age.
- (2) Retired teacher-educators of repute with age below 70 years may be pressed into service as external examiners if the services of the practising teachers are not easily available in this respect.
- (3) There should be suitable marking scheme for sessional activities, practice and final teaching.
- (4) It should be made obligatory to all examiners to show the distribution of marks on different aspects of teaching-during evaluation of final teaching.
- (5) There should be provision for third examiner (a subject specialist) for examining final teaching.
- (6) There should be provision for separate interaction between the examinee and examiners beyond classroom, during final teaching examination.
- (7) More application oriented questions rather than simple pedagogical ones should be set up in theoretical papers.

7. Training Colleges and practising schools:

- (1) There should be cordial relation between the training college and neighbouring schools.
- (2) Co-operation of secondary/higher secondary schools with training colleges should be made abiding by statutory Govt. orders and the co-operation should be treated as pre-condition for releasing grant-in-aid to the schools.
- (3) There should be common minimum standard for each school of the state, so that the school can digest the fruits of teachers' training programme and grow academically

8. Comments:

It will be **difficult** to harvest the results of training **unless**:

- (1) The education is need based rather than examination based in schools.
- (2) The common minimum infrastructural facilities are developed there.
- (3) Enrolment in a school is properly monitored.
- (4) Heterogeneity of the student-population in a class is minimised.
- (5) There is sufficient time for teaching-learning.
- (6) There is optimum number of teaching personnel.
- (7) Reliability and validity of the examinations are increased.

Enclosure – 1 (B).4

State Level Consultation on Emerging Perspective in Teacher Education – Role of CTE in West Bengal; paper presented by Prof. Nina Nandy, Officer-in-Charge, Institute of Education for Women, Hastings House, Kolkata and Dr. Sujata Raha, Reader, Institute of Education for Women, Hastings House, Kolkata.

In the “Curriculum Framework for Teacher Education” prescribed by NCERT Teacher Education Programme has been stated to include foundation components, pedagogy and field experiences including practical/project work, assignments and student teaching. A sense of love for learning and commitment to life-long learning would form basic ingredients of a successful teacher education programme. Teacher Education should be relevant to a research-based understanding of :

- (1) teacher competencies, contextual, conceptual, content, transactional, evaluative, management and competencies related to preparation of teaching-learning materials, working with parents, colleagues and community, organisation of school activities, use of computers and video disc technology
- (2) evaluation of teacher education programmes including curriculum research for increasing its relevance in the context of quality concerns in school education
- (3) relative weightage/importance to theory and practical components in teacher education
- (4) teaching practice/internship in teaching – its nature, duration, lesson planning, strategies of teaching, supervision and feedback for improving the quality of student teaching
- (5) education of teacher educators for different levels of school education
- (6) use and impact of electronic technology-based resources like Internet, CD-ROMs, World Wide Web, digital library access and curriculum-related software on teacher education
- (7) impact of in-service education at various levels on the performance of teacher educators and school teachers
- (8) effectiveness of the existing teacher education programmes
- (9) duration of pre-service and in-service education
- (10) conduct of action research on problems requiring immediate action
- (11) undertaking research to find gaps that exist between policy perspective and implementation

- (12) development of teacher-support materials
- (13) strategies for evaluation of textual and training materials.

Under the centrally sponsored scheme of Strengthening and reorganisation of Teacher Education, the upgraded Secondary Teacher Education Institutions to Colleges of Teacher Education are expected to perform the following functions:

- (1) Imparting of quality professional education – both pre-service and in-service to the secondary teachers
- (2) Provision of general resource support to the secondary schools
- (3) Research, innovation and extension work in the field of secondary teacher education

The programmes to be undertaken by CTE were specified as:

- (1) Organising B. Ed. Course.
- (2) Organise Subject oriented (3-4 weeks duration) and shorter theme-specific (3-10 days duration) in-service teacher education programmes for secondary teachers.
- (3) Provide extension and resources services to secondary schools.
- (4) Conduct experimentation and innovation in school education.
- (5) Provide training and resource support for new areas of educational interests, such as value education, population education, environmental education, education technology, computer education, science education etc.
- (6) Encourage community participation in teacher preparation.

At present, the CTE's in West Bengal have only been involved in imparting B. Ed. courses as prescribed by the affiliating Universities. During the IXth plan period, a part of the non-recurring grant has been received for Civil Works and Equipments. However, a perspective plan is to be submitted to MHRD for the Xth plan period.

The proposed programmes for CTE's:-

Pre-Service Teacher Education:

- (1) Organise B. Ed. Course as per new syllabus.

- (2) Workshops for teacher educators on feed back of the new syllabus, its impact on student trainees.
- (3) Preparation of Question Banks for B. Ed. Courses.
- (4) Workshops on Evaluation including
 - a) Evaluation of theoretical and practical papers.
 - b) Introduction of grading system in B.Ed.

In-Service Teacher Education:

- (1) Make a survey of the needs, field-areas for in-service education of secondary teachers through questionnaires.
- (2) Organise orientation programmes on – (2-3 days duration)
 - a) Value education i.e. how value education can be inculcated through teaching
 - b) Environmental education i.e. environmental awareness programmes
 - c) Science education.
- (3) Organise Workshops or Seminars on (4-5days duration)
 - a) Information and Communication technology.
 - b) Computer education
 - c) Life style education
- (4) Organise Refresher Course – (3-4 days duration)
 - a) Methodologies of teaching school subjects as per revised Secondary and Higher Secondary syllabus.
 - b) Preparation of Low Cost Teaching Aids.
 - c) Evaluation skills and competencies.
- (5) Guidance and Counselling Programme – training for teachers.
- (6) Teacher's participation in Community outreach activities.

For a successful implementation of these programmes, certain policy matters are to be envisaged:

- (1) A definite instruction to be issued from the State Government for the in-service teachers so as to participate compulsorily in the orientation programmes.
- (2) Maintain an up-to-date data base of educational qualifications and in-service profile of every teacher.

- (3) Adequate action to be taken against teacher who abstains from the in-service programmes when they are sponsored for such programmes.
- (4) Suitable time to be selected for such programmes so that normal school curriculum is not hampered.
- (5) An interlinking and networking system to be developed between the different CTE's, IASE's.
- (6) A co-ordination to be maintained with SCERT, DIETs, NCERT and NCTE.

Quality improvement of school education is very much dependant on the professional competencies of teachers. In the present scenario, where the society has to change to keep pace with the global perspective, teachers have to up-date themselves at an interval of 3 to 4 years. This is to be considered as a necessary condition so that they always possess the competency of training their students in the most effective way in this modern technological era.

Enclosure : 1 (C)

List of Participants of the State Level consultation meeting on "Emerging Perspectives in Teachers Education" held on 22 – 23 June, 2004.

Organised by SCERT (W.B.) and NCERT, New Delhi.

Venue : Vidyasagar Bhaban, W.B. Council of H.S. Education.

Salt Lake City, Kolkata – 700 091

The consultation was attended by :

Sl. No.	Name and Designation		
1.	Sri Kanti Biswas	Hon'ble MIC	Department of School Education & Madrasah, Govt. of West Bengal.
2.	Prof. J. S. Rajput	Director	NCERT, New Delhi.
3.	Prof. Ranjugopal Mukherjee	Chairman	Rabindra Mukta Vidyalaya.
4.	Prof. Bhabesh Maitra	Former President	WBBPE & WBBSE.
5.	Dr. Jyoti Prakash Ghosh	President	WBBPE.
6.	Dr. Abdus Sattar	President	WBBME.
7.	Dr. Jyotirmoy Mukhopadhyay	President	WBCHSE.
8.	Dr. Rathindranath De	Director	SCERT, West Bengal.
9.	Prof. P. K. Chakraborty	Professor	Department of Education, Calcutta University.
10.	Dr. S. K. Mukherjee	Academic Consultant	WBBPE.
11.	Sri Badal Bhattacharya	Dy. Secretary, (Academics)	WBCHSE.
12.	Dr. P. K. Choudhury	Joint DPI, (Training)	Department of Education, Govt. of W.B.
13.	Dr. Atindranath De	Joint DPI, (Phy. Edn.)	Department of Education, Govt. of W.B.
14.	Prof. Jyotirbhusan Dutta	Academic Consultant	PBRSSM.
15.	Sister Cyril	Principal	Loreto Day School, Kolkata.
16.	Md. Refatullah (Prof.)	Ex-Director	SCERT, West Bengal.
17.	Dr. Kamal Krishna De	Reader	David Hare Training College
18.	Dr. Amal Kr. Chatterjee	Reader	David Hare Training College
19.	Dr. Subhalakshmi Nandi	Head of Department	Department of Education, Kalyani University, Nadia.
20.	Dr. D. Mukhopadhyay	-	Department of Education, Kalyani University, Nadia.
21.	Prof. Aditi Ghosh	Head of Department	Department of Education, Calcutta University.
22.	Dr. Debjani Sengupta	Ex- Head & Reader	Department of Education, Calcutta University.
23.	Dr. Subrata Saha	Reader & Head	Department of Education (B.Ed.), Rabindra Bharati University, Kolkata.
24.	Dr. Bharati Banerjee	Sr. Lecturer	Department of Education (B.Ed.), Rabindra Bharati University, Kolkata.
25.	Dr. Asima Chakraborty	Incharge (Actg.)	Jadavpur Vidyapith College of Education, Kolkata

I.

o. Name and Designation

26.	Smt. Bandana Das	Lecturer	Jadavpur Vidyapith College of Education, Kolkata
27.	Smt. Nina Nandy	Officer-Incharge	Inst. of Edn. for Women, Hastings House, Kolkata.
28.	Dr. Sujata Raha	Reader	Inst. of Edn. for Women, Hastings House, Kolkata.
29.	Sri Satyabrata Dutta Choudhury	Asstt. Prof. (S.G.)	Government Training College, Hooghly.
30.	Dr. Smriti Roy	Lecturer	Inst. of Edn. for Women, Chandannagar, Hooghly.
31.	Smt. Sila Mukherjee	Asstt. Prof. (S.G.)	Inst. of Edn. for Women, Chandannagar, Hooghly.
32.	Dr. Sibaprasad De	Reader & Officer Incharge	Government College of Edn. Banipur, 24Parganas (North).
33.	Sri Pijush Kanti Tripathi	Lecturer	Government College of Edn. Banipur, 24Parganas (North).
34.	Dr. Pradipta Ranjan Ray	Principal	A.B.T.T. College, Kolkata.
35.	Dr. Debasis Dhar	Reader	Post Graduate Trg. College for Physical Edn. Banipur, 24Parganas (North).
36.	Dr. Gorachand Mallik	Reader	Post Graduate Trg. College for Physical Edn. Banipur, 24Parganas (North).
37.	Dr. Ashim Kumar Bar	Reader	Post Graduate Trg. College for Physical Edn. Banipur, 24Parganas (North).
38.	Smt. Rita Kar	Lecturer	D.I.E.T. Belakoba, Jalpaiguri.
39.	Dr. Tapan Kr. Mallick	Principal	D.I.E.T. Chhandar, Bankura
40.	Smt. Karabi Singha	Lecturer-in-Charge	Sovanagar Government P.T.T.I. Malda.
41.	Dr. Alope Bhattacharyya	Principal	D.I.E.T. Belakoba, Jalpaiguri.
42.	Sri Ajit Saha	Lecturer-in-Charge	Belakoba Government Primary Teachers' Training Inst. Jalpaiguri.
43.	Sri Kader Ali	Principal	Sikshaniketan Government Primary Teachers' Training Inst. Burdwan.
44.	Dr. Anu Malick (Kolay)	Principal	Berhampur Govt. P.T.T.I., Murshidabad.
45.	Dr. Krishna Bhattacharyya	Principal	Sarojnalini Govt. Spn. Pry. Teachers Trg. Inst. Kolkata.
46.	Prof. R. K. Dixit	Teacher, Edn. Gr.	NCERT, New Delhi.
47.	Prof. O. S. Dewal		NCERT, New Delhi.
48.	Dr. Kiran Walia	Project Coordinator	NCERT, New Delhi.
49.	Smt. Anasuya Ray Chaudhuri	Jr. Research Fellow, Gr.-II	SCERT, West Bengal
50.	Sri Rupak Kr. Samanta	Jr. Research Fellow, Gr.-II	SCERT, West Bengal
51.	Sri Hirak Barik	Jr. Research Fellow, Gr.-II	SCERT, West Bengal

Enclosure – 2:

List of Participants of the Workshop on “Preparation of Perspective Plan in Teacher Education” held on 28 – 29 June, 2004 at SCERT (WB).

Sl. No.	Name and Designation		
1.	Prof. Bhabesh Maitra	Former President	WBBPE & WBBSE.
2.	Prof. Ranjugopal Mukherjee	Chairman	Rabindra Mukta Vidyalaya.
3.	Sri Jayanta Mitra	Secretary	Higher Education Department, Bikash Bhaban.
4.	Sri D. G. Ghatak	Deputy D.S.E.	Higher Education Department, Bikash Bhaban.
5.	Dr. Jyoti Prakash Ghosh	President	WBBPE.
6.	Dr. Rathindranath De	Director	SCERT, West Bengal.
7.	Dr. Prasanta Bhowmick	Director	Rabindra Mukta Vidyalaya.
8.	Prof. J. B. Dutta	Consultant	PBRSSM
9.	Prof. Nina Nandi	Officer-in-Charge	Inst. of Edn. for Women, Hastings House Kolkata.
10.	Dr. Mili Das	Reader	Inst. of Edn. for Women, Hastings House Kolkata.
11.	Dr. Atindranath De	Principal	Government College of Phy. Edn Hastings House, Kolkata.
12.	Prof. Aditi Ghose	Head of Deptt. of Edn.	Department of Education University.
13.	Dr. Subhalakshmi Nandi	Head of Department	Department of Education, Kalyan University, Nadia.
14.	Parboti Chakraborty	Teacher (SOS)	Spastic Society of Eastern India.
15.	Dr. D. K. Chakraborty	Principal	David Hare Training College.
16.	Dr. Tuhin Samanta	Reader	Calcutta Girls B.T. College.
17.	Prof. Ujjal Bose	Registrar	Calcutta University
18.	Dr. S. K. Mukherjee	Academic Consultant	WBBPE.
19.	Dr. Alope Bhattacharyya	Principal	D.I.E.T. Belakoba, Jalpaiguri.
20.	Dr. Tapan Kr. Mallick	Principal	D.I.E.T. Chhandar, Bankura
21.	Dr. Swapna Ghosh	DIET, Banipur	Banipur, 24Parganas (North)
22.	Dr. Sibaprasad De	Reader and Officer-in-Charge	CTE, Banipur, 24Parganas (North)
23.	Sri Pijush Kanti Tripathi	Lecturer	CTE, Banipur, 24Parganas (North)
24.	Dr. Amartya Dutta	Associate Professor	Indian Statistical Institute.
25.	Dr. Anjali Ghosh	Associate Professor	Indian Statistical Institute.
26.	Sri Diganta Mukherjee	Asstt. Professor	Indian Statistical Institute.
27.	Prof. Anil Das	Retd. Reader	David Hare Training College.
28.	Dr. Swapan Kr. Sarkar	Secretary	WBBPE
29.	Sri Biswadev Mukherjee	Finance Officer	SCERT, (W.B.)
30.	Dr. Aniruddha Chakraborty	Officer	Indian Statistical Institute.

Sl. No.	Name and Designation		
31.	M. Habib	WBBME, Ref.	WBBME
32.	Dr. Silpa Banerji	Education Officer	WBBME
33.	Sri Subir Kr. Mitra		Indian Statistical Institute.
34.	Sri Anomitra Das	D.S. (Aca)	WBBSE
35.	Sri Gopal Ch. Halder	Spl. Officer (Aca)	WBBSE
36.	Smt. Anasuya Ray Chaudhuri	Jr. Research Fellow, Gr.-II	SCERT, West Bengal
37.	Sri Rupak Kr. Samanta	Jr. Research Fellow, Gr.-II	SCERT, West Bengal
38.	Sri Hirak Barik	Jr. Research Fellow, Gr.-II	SCERT, West Bengal

Enclosure – 2A:

Recommendation of Group 'A' on Primary Education in the workshop on "Preparation of Perspective Plan in Teacher Education in West Bengal".

WEST BENGAL BOARD OF PRIMARY EDUCATION

BUDGET

<u>Programme</u>	<u>Activities / Norms / Unit Cost</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
1. Renewal of PTTI Curriculum	3 workshops each of 5-day duration involving 30 experts in each @Rs.375/- per head per day.		Rs.1,57,750/-	
2. In-service Refresher Course (Orientation) for PTTI Teacher Educators (MRP/SRG already available from DIET Principals / SCERT/Primary Board etc.)	5-day workshop; 16 workshops total for 810 Teachers in (58+77) PTTIs (Existing 58 Government & Sponsored + 77 Privates. 6 teacher per institute. Increase in the number in coming years may be considered) @Rs.375/- per head per day.		Rs.7,59,375/-	Rs.7,59,375/-
Development and Printing of Module	Workshop - 2		Rs.1,12,500/-	
	Printing @ Rs.40/-		Rs.40,000/-	
3. Development and Printing of Course Materials for the student-teachers of PTTI through workshops.	15 workshops for development of material in 5 subjects are (15 x 30 x 5 x Rs.375/-)		Rs.8,43,750/-	
	Printing @ Rs.100/- Rs.100/- x 14000 x 5		Rs.70,00,000/-	

In-service Training of Teachers

		<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
1. Orientation of Functionaries (DIs, AIs, SIs members of VEC/WEC etc.) in respect of the newly introduced curriculum	600 persons @ Rs.375/- per head per day for two days 12 camps (non-residential)	4,50,000/-	-	-
2. Teacher Training:				
I) Teaching of First language. (Bengali, Hindi, Urdu, Oriya, Santhali etc.)	53000 teachers roughly, one from each school; Duration : 3-day @Rs.225/- per head per day.		59,62,500/-	59,62,500/-
II) Teaching of Second language. (English) Module available	1,06,000 teachers roughly (2 teachers from each school) 4-day duration		4,77,00,000/-	4,77,00,000/-
III) Teaching of Science	2 teachers from each school; 3-day duration		3,57,75,000/-	3,57,75,000/-
IV) Teaching of School Science	3 teachers from each school; 3-day duration		3,57,75,000/-	3,57,75,000/-
			-	-

	<u>Activities / Norms/ Unit Cost</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Orientation of Teachers in Co-scholastic subjects.	1,06,000 [2 teachers from each school] teachers; 5-day duration		5,96,25,000	5,96,25,000
Development of MRPs	5-day training programme 1 (one) workshop involving 30 experts for 3-day	33,750		
Development of KRPs	4workshops each of 5-day duration involving 200 experts in four zones	3,75,000		
Development of District Resource Persons (Module developed already by the Board)	40camps with 50 persons in each Duration : 5-day	22,50,000		
Printing of the Modules @ Rs. 40/-	1,10,000 copies	44,00,000		
Orientation of teachers in Evaluation with Special emphasis on Diagnostic Achievement Test now being held for students who complies two years of schooling.	1,80,000 teachers' 3-day duration; unit cost: Rs.225/- @60000 teachers per year. The 60,000 after the 10th Five-year Plan if permitted.	-	4,05,00,000	4,05,00,000
Development of MRPs		33,750/-		
Development of KRPs		3,75,000/-		
Development of DRPs		22,50,000/-		
Revision & Printing @ Rs.30/-		54,00,000/-		

		<u>BUDGET</u>		
		<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Orientation of Teachers (for dealing children with special needs) in the area of children with special needs.	2 teachers from each school for orientation in the areas; Duration : 5-days		5,96,25,000	5,96,25,000
Development of Module and Printing of the Module 1,10,000 modules	3 workshop each of 5-day duration involving 30 experts. Printing @ Rs.30/- per module	1,68,750/- 33,00,000/-		
Development of MRPs	3-day workshop involving 30 experts	33,750/-		
Development of KRPs	5-day workshop to prepare 200 KRPs in 4 camps, 50 in each	3,75,000/-		
Development of DRPs	5-day workshop to prepare 2000 DRPs in 40 camps.	22,50,000/-		
Orientation of Teachers in Health and Physical Education (Residential in nature) Model, MRPs, KRPs and DRPs, already Prepared.	2 teachers from each school 1,06,000 teachers for 7-day training		8,34,75,000	8,34,75,000
Training of Teachers (nearly 40,000) now in-service with no Pre-service formal training in their background	40000 teachers Crash course @ Rs.250/- per head per day (including TA/DA/ study materials, remuneration to the PTTI teachers; @5000 teachers per year may be though of)		1,60,00,000	1,60,00,000
Setting up of (I) Impact Study Cell MIS cell & (iii) Documentation Cell	(ii) Equipment/Furniture & Appointment of Consultants.	30,00,000		
Programme to be continued in subsequent years till completion.				

Requirement of WBBME on Primary Teachers' Training

Training of 102 Senior Madrasahs Primary Teachers during
10th Plan Period.

1,19,23,875/-

(Details are in the report of WBBME)

Subject	No. of Teachers	No. of Days	Per unit cost/day	Total financial cost outlay Rs.
Bengali, English, Mathematics, History, Geography & Environment Sciences Pedagogical aspect and Education.	102 x 4 = 408 (superintendents=102)	6	375/-	204 x 6days x 375/-=4,59,000/- 204 x 6days x 375/-=4,59,000/- 102 x 6days x 375/-=2,29,500/- =11475000/-

STRENGTHENING OF THE SCERT(WB) :

According to the guidelines provided by the GOI, central assistance upto a maximum of Rupees one crore will be available for strengthening of the SCERT over the Tenth Plan period provided the State Govt. contributes a matching share on 50:50 basis and the States not availing of central assistance in IXth plan will be eligible to claim the same in Xth plan.

It may be mentioned that the State has not availed any assistance for civil work of SCERT (WB) during the previous plan periods, it is therefore urged that Rs. One Crore as central assistance be made available for construction of SCERT building and hostel at Salt lake, Kolkata which will be constructed very soon.

It has been envisaged that SCERT(WB) will function as a Post Graduate Research and Training Institute under the Department of School Education , Govt. of West Bengal and therefore continue to function as a State Level organization with the DIET s in the districts under its academic control. The SCERT (WB) will maintain links with national level organizations like the NCERT, NIEPA, NCTE, UGC etc. and international agencies like the UNESCO, UNICEF, UNFPA etc. and also provide support to the State Level Autonomous Bodies like the WBBPE, WBBSE, WBBME, WBCHSE, RMV, IASE, CTE, PTTI, SSA project office, SSK mission etc. as and when desired by them. It has also been functioning as an academic policy research institute of the School Education Department, by providing the Department with the necessary academic input as and when called for. Thus it has a horizontal link with all State Level agencies and vertical link with the DIETs.

Apart from the activities stated above it will also initiate independent research programme in the field of a) Curriculum development in school education b) Evaluation and examination reforms c) Monitoring, training & extension activities and d) Educational Technology, and act as an organization for improvement of quality in all aspects school education in the State.

Urgent requirement of central assistance for SCERT (WB) in Xth plan period:

- | | |
|---|----------|
| 1) Construction of SCERT building and hostel | 100 lakh |
| 2) Development of Computer Laboratory including the Educational Technology Laboratory and Development of linkages with DIETs | 50 lakh |
| 3) a) Salary of one consultant @ Rs. 10,000 p.m. | 25 lakh |
| b) Salary of one technical assistant @ Rs. 5000 p.m. | |
| c) Recurring expenditure of Computer Lab. e.g. stationery, Maintenance, Internet connection, books, software, Telephone charges, miscellaneous expenditure etc. Total of recurring cost = Rs. 25,000 p.m. | |
| Total of recurring expenditure for computer lab Over Xth plan period(2004-07) : | |
| 4) Development of Physics, Chemistry, Bio-science And Psychology laboratories : | 20 lakh |
| 5) Development of Library | 20 lakh |
| 6) Research, monitoring and survey activities | 65 lakh |
| 7) Faculty development and appointment of consultants | 20 lakh |
| 8) Procurement of two Multi Utility Vehicles:
(only one 20 year old Jeep is now operational) | 10 lakh |

Total requirement for SCERT (WB)	<u>310 lakh</u>
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STRENGTHENING AND CAPACITY BUILDING OF DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) :

It has been mentioned that there are 19 districts in West Bengal and therefore the State should have 19 DIETs according to the guidelines provided for strengthening the system of Teacher Education. It has been envisaged that the DIETs will function as nodal institutions for improvement of quality of school education and teacher education in the districts. It may be mentioned that in West Bengal, there are about 125 PTTIs (Primary Teachers' training Institute) functioning under the West Bengal Board of Primary Education (WBBPE) and are offering one year Pre-service Teacher Education programme for primary school teachers. Every year almost Twelve thousand persons pass PTT. Examination conducted by WBBPE and become eligible for the job of a Primary School Teacher in WB. Pass certificate in PTTE is an essential qualification for teaching in Primary Schools in WB.

The proposed 19 DIETs are not sufficient to meet the demands of Pre-service teacher education of primary school teachers. Hence it will be essential to strengthen the PTTI s and establish a functional relation with the DIETs in districts. It may therefore be suggested that the DIET will be a resource center for all the PTTI in the district and where the requirement of pre-service and in-service teacher education for elementary school teachers will be met.

It may be mentioned that so far setting up of 16 DIET s has been approved out of which 5 are considered as first phase DIETs(1993) and 11 as second phase DIETs(1997-2000).

The State is eligible to seek central assistance for three more DIETs in the Xth plan period.

Urgent requirement of central assistance for the DIETs:

For 5 DIETs in the first phase :

Non-recurring grant (due from GOI):

Civil :	56 lakh
Equipment :	35 lakh

Further requirement for civil work

to meet increased cost of construction and
repair of building .(sanctioned in 1993) [100 lakh
and further requirement for equipment [50 lakh = Rs 241 lakh

a) Recurring grant :

Salary for staff, 5 DIETs :	247.375 lakh per year
Office expenses 5DIETs :	25 lakh per year
Other charges 5 DIETs :	2.5 lakh per year = Rs. 274.875 lakh /year

b) Additional grants :

Non-recurring:

Civil: @20lakh /DIET for water, electricity

Boundary wall etc for 5DIETs: 100 lakh

Equipment : @6lakh/DIET for 5 DIET : 30 lakh

Recurring :

Programme contingency

@ 17 lakh/DIET for 5 DIET s: 85 lakh

Faculty development; 5 lakh

Pre-service training

@ 5lakh /DIET stipend etc. 25 lakh = Rs 115 lakh

Total requirement in 2004-05 for 5 DIETs : 630.875 lakh

Requirement of central assistance for the 11 DIETs (2nd & 3rd phase):

a) Non-recurring grant (due from GOI):

Civil : 225.00 lakh

Equipment : 83.52 lakh= Rs.308.52 lakh

b) Recurring grant :

Salary for staff : 544.225 lakh/year

Office expenses : 55 lakh/year

Other charges : 5.5 lakh /year =Rs.604.725 lakh/
Year

c) Additional grant :

Non -recurring:

Civil :@ Rs 20 lakh/DIETfor water,

Electricity And boundary wall : 220 lakh

Equipment@ Rs 6 lakh /DIET : 66 lakh

Recurring :

Programme contingency : 187 lakh

Faculty development : 11 lakh

Pre-service training , stipends etc.

@ 5lakh ,for 11 DIETs : 55 lakh = Rs. 539 lakh

Total requirement of 11 DIETs in 2004-05 = 1452.245 lakh

**REQUIREMENT OF CENTRAL ASSISTANCE FOR 16 DIET s IN
WEST BENGAL = 2083.12 LAKH**

STRENGTHENING OF THE PRIMARY TEACHER TRAINING INSTITUTE (PTTI) IN WEST BENGAL

It has been mentioned in the previous paragraphs of this document that the PTTI will continue to play key role in providing Pre-service Teacher Education programme for the aspiring Primary School Teachers of the State. It is also essential to seek central assistance for these institutions in order to strengthen their infrastructure. The budget provisions of Govt. of West Bengal in the year 2004-05 for the PTTIs are as follows :

Under the head non-plan expenditure(2202-01-107-001)

for Govt., Govt. Sponsored & Govt. Aided : Rs. 992 lakh

Under the head plan expenditure (4202-01-201-002)

Improvement of Teachers Training Facilities : Rs. 10 lakh

Proportional central assistance for the development of these institutions will be required.

(Detail of budget for the DIETs and PTTIs has been provided by Sri R.K. Roy, Jt. Secretary, School Education Department, Govt. of West Bengal –enclosed in Enclosure -2-f)

Enclosure – 2 B

Recommendation of Group 'B' on Secondary & Higher Secondary Education in the workshop on "Preparation of Perspective Plan in Teacher Education in West Bengal".

REPORT SUBMITTED BY THE ACTIVITY GROUP RELATED TO TEACHER EDUCATION FOR SECONDARY AND HIGHER SECONDARY STAGE INCLUDING MADRASAH AND TRAINING FOR THE TEACHER EDUCATOR OF B. ED.COLLEGE.

MEMBERS OF THE GROUP :

- | | |
|--------------------------------|---|
| 1. Prof. Nina Nandy | Institute of Education for women, Hasting House. |
| 2. Dr. Mili Das | Institute of Education for women, Hasting House. |
| 3. Dr. Siba Prasad De | Government College of Education, Banipur. |
| 4. Prof. Pijush Kanti Tripathi | Government College of Education, Banipur. |
| 5. Gopal Chandra Halder | WBBSE. |
| 6. Prof. Diganta Mukherjee | Indian Statistical Institute, Kolkata. |
| 7. M. Habib | WBBME. |
| 8. Hirak Kr. Barik | SCERT, West Bengal. |
| 9. Dr. Atindranath De | Institute of Physical Education for Women, Hasting House. |

Teacher Education Programmes in the State.

Review of existing Secondary Teacher Education Institution (STEIs), Colleges of Teacher Education (CTEs) and Institutes of Advance Study in Education (IASEs).

STEIs

There are 26 STEIs where B.Ed. programme is conducted. Besides these, B.Ed. is also taught in Education Department of 17 general Degree Colleges and 3 State Universities. Amongst 26 STEIs, 7 of them are Government Colleges, totally financed and controlled by their pay packet and some other grants from the State Government.

Upto IXth Plan 4 STEIs have been upgraded to CTEs. The names of the existing CTEs are –

- Institute of Education for Women, Hastings House, Alipore, Kolkata – 700 027.
- Government College of Education, Banipur, District – North 24 Parganas.
- Government Training College, Hooghly, District – Hooghly.
- Ramkrishna Mission Siksha Mandir, Belurmath, Howrah.

One STEI and one Education Department of University have been upgraded to IASEs. The names of the IASEs are –

- (I) Department of Education, Kalyani University.
- (II) David Hare Training College, Kolkata.

Role of CTEs and IASEs.

The CTEs are teacher Education Colleges mainly conducting B. Ed. Courses as per the syllabus of the affiliating University. The CTEs are affiliated by NCTE. Besides conducting B. Ed. Programme, Workshops, Seminars are held in the CTEs from time to time.

The CTEs (Nos. 1,2,4) received a part of allotted Non-recurring grant during IXth Plan period for Civil Works and Equipment. But no recurring grant has been received. Building construction is in progress in all these CTEs. The CTE (No. 3) received no grants during IXth Plan.

All the CTEs receive development grants both from the State Government and U.G.C.

IASE (No. 1) is situated in Nadia district. It conducts B. Ed., M. Ed., M. Phil courses. It is controlled and managed by Kalyani University. It has received Non-recurring and recurring grants during IX Plan. The Building for IASE has been constructed and some training programmes were organised.

IASE (No. 2) is a Government Institution, financed and controlled by Government of West Bengal. It conducts B. Ed. and M. Ed. course under Calcutta University. M. Phil courses through distance mode have also been started. Workshops, Seminars are also held.

Upto IXth Plan period, this IASE received non-recurring grant for building construction and equipments. The new building for IASE has been constructed.

Recruitment in CTEs and IASEs.

The teaching staffs of CTEs (Nos. 1,2,3) are all recruited by the State though the Public Service Commission and possess U. G. C. stipulated qualification. The teaching staff of CTE (No. 4) are recruited though West Bengal College Service Commission.

The teaching staffs of IASE (No. 1) are recruited by the Kaiyani University and that of No. 2 by the State through the P. S. C. They possess U.G.C. stipulated qualification.

Review of Quality of Pre-Service and In-Service Secondary Teacher Education.

The Pre-Service Teacher Education Programme i.e., B.Ed. course is being conducted through 46 B. Ed. Colleges/Education Departments of the General Degree Colleges and the Universities, following NCTE norms. About 5000 trainees, freshers and deputed teachers, undergo B. Ed. course at these institutions.

The duration of B. Ed. course is 1 year. Besides these institutions, the Viswa Bharati at Shantiniketan in Birbhum District, which is a Central University under the Ministry of H.R.D. Government of India, also conducts B. Ed. course of 1-year duration.

The In-Service teachers, who are untrained, get trained through the existing B. Ed. course. The West Bengal Board of Secondary Education, the West Bengal Council of Higher Secondary Education and the West Bengal Board of Madrasah Education conduct need based in-service orientation programmes for Secondary teachers of Schools, especially at the time of syllabus revision.

It has not been possible for the 4 CTEs and 2 IASEs to design and conduct subject oriented and theme specific courses for the in-service secondary teachers due to non-availability of recurring central assistance upto IXth Plan period.

It is a matter of concern that although the STEIs in West Bengal are catering to the need of capacity building of the Secondary School teachers, there is no direct linkage between the Secondary Teacher Education programme and the Secondary School Education Programme. It is, therefore, suggested that during Xth Plan development of a networking programme covering the activities of SCERT, CTEs, IASEs and the Secondary School Education system should be given the highest importance.

Major Focus of The Perspective Plan for West Bengal During Xth Plan.

- (1) Present Status, need assessment of Pre-Service Secondary Teacher Education Programme.
- (2) In-Service Teacher Education Programme for the existing teachers.
- (3) Short Orientation Programme, subject centred and Pedagogy centred for the teachers of Secondary Schools.
- (4) Strengthening of the infrastructural facilities and faculty of the CTEs, IASEs and SCERT.
- (5) Strengthening of professional competency of Teacher Educators through the programme undertaken by CTEs and IASEs.
- (6) Design of need based research programme and other programmes for further improvement of teacher education in the State.
- (7) Development of monitoring system within the State so that teacher education in totality may be overviewed from time to time.
- (8) Conduct advanced level fundamental and applied research and experimentation in education.
- (9) Upgradation of two more STEIs to CTEs.

Targets to be achieved : (Pre-Service and In-Service Secondary Teacher Education)

* Pre-Service Secondary Teachers to be trained (each year)	5000
* In-Service Secondary Teachers to be trained	1,31,985
10,560 Secondary Schools	
* In-Service Higher Secondary Teachers to be trained	34,850
* In-Service Madrasah teachers (Secondary & Higher Secondary) to be trained	12,116
* Teacher Educators to take Refresher/Orientation Programme	200

Objectives of Secondary Teacher Education Programmes.

(Pre-Service and In-Service)

- (a) Imparting of quality pre-service education of Secondary School teachers by STEIs, CTEs and IASEs.

- (b) Imparting of quality in-service need based education to Secondary School teachers by IASE's and CTE's in consultation and collaboration with West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education and West Bengal Board of Madrasah Education.
- (c) Organise subject oriented in-service teacher Education Programme for Secondary, Higher Secondary and Madrasah teachers.
- (d) Organise awareness programmes on Value Education, Environmental Education, ICT, Computer Literacy, Education Technology, Population Education, Life Style Education and Inclusive Education.
- (e) Organise Seminars on Integrated Education, Integrated Management of Education.
- (f) Training for preparation of Low-Cost and No-Cost teaching aids.
- (g) Training for Health Education, Physical Education.
- (h) To equip the teachers on the new technologies of teaching and evaluation system.

Proposed Programme to be conducted during Xth Plan.

I. IASEs

- (a) In-service training of Teacher Educators.
- (b) In-service training of Head Masters of Secondary, Higher Secondary and Madrasah Schools.
- (c) In-service training of subject Teachers of Secondary, Higher Secondary and Madrasah Schools.
- (d) ICT training of Secondary teachers.
- (e) Seminars.
- (f) Workshops.
- (g) Preparation of Self-Learning Materials/Modules for Orientation of subject teachers.
- (h) Development of question Bank.
- (i) Preparation of Hand Book for Teachers.
- (j) Research Projects.

Programmes (b), (c) and (g) will be conducted in consultation with WBBSE, WBCHSE, WBBME.

II. CTEs

- (a) Refresher Course for In-Service Secondary Teachers.
- (b) Orientation course for Teacher Educators of B. Ed. Colleges.
- (c) Workshops/ Seminars / Awareness Programmes.
- (d) Computer Awareness Programme.
- (e) Teaching Aids preparation.
- (f) Preparation of Study Materials.

Programme (a) is to be conducted in consultation with WBBSE, WBCHSE, WBBME.

III. WEST BENGAL BOARD OF SECONDARY EDUCATION

- (a) Training of Key Resource Persons for subject orientation of Secondary School Teachers.
- (b) Training of Resource Persons.
- (c) Workshop of Head Masters.
- (d) Training of Teachers on Language Group, Sciences Group, Social Sciences Group, physical Education and Work Education Group.

Programme (a), (b) and (c) are to be conducted in consultation with IASE's and CTE's.

IV. WEST BENGAL COUNCIL OF HIGHER SECONDARY EDUCATION

- (a) Workshop on Preparation of Module for Orientation of Higher Secondary School Teachers.
- (b) Training of Key Resource Persons.
- (c) Training of Resource Persons.
- (d) Training of H. S. School Teachers.

Programme (a), (b) and (c) will be conducted in consultation with IASE's and CTE's.

V. WEST BENGAL BOARD OF MADRASAH EDUCATION

- (a) Training of Key Resource Persons for orientation of subject Teachers of Secondary and Higher Secondary Madrasahs.
- (b) Training of Resource Persons.

(c) Training of Secondary and Higher Secondary Teachers.

Programme (a), (b) and (c) are to be conducted in consultation with IASE's.

Costing and Budget requirements during Xth Plan for preparation of Module for H.S.

Revised Syllabus in 20 subjects : Total Rs.8 lakh per year.

Costing and Budget requirements during Xth Plan for the training of Key Resource Persons and Resource Persons for orientation Programme of Secondary, Higher Secondary and Madrasah Teachers for the periods – 2004-2005, 2005-2006, 2006-2007.

<u>Target Groups</u>	<u>Programme Organisers</u>	<u>No. of Persons</u>	<u>No. of Days</u>	<u>Unit Cost (per day per Persons)</u>	<u>Total Cost In Rupees</u>
KRP's for Secondary Teachers of Secondary Schools	IASE's	200	4	Rs.375/-	300,000
RP's for Secondary Teachers of Secondary Schools	CTE's	1000	4	Rs.375/-	1,500,000
Head Master of Secondary Schools	IASE's	10560	2	Rs.375/-	7,920,000
Experts for Higher Secondary Schools (Module Prep.)	IASE's	200	10	Rs.200/-	400,000
KRP's for Higher Secondary School Teachers	IASE's	200	2	Rs.200/-	80,000
RP's for Higher Secondary Teachers	CTE's	800	3	Rs.200/-	480,000
KRP's for Madrasah Teachers	IASE's	120	5	Rs.375/-	225,000
RP's for Madrasah Teachers	IASE's	240	7	Rs.375/-	630,000
					<u>Total Rs. 11,535,000</u>

COSTING AND BUDGET FOR IN-SERVICE PROGRAMME FOR THE BOARDS
2004-05

Board Council /	Target Groups	No. of Sec. Teachers	No. of Days	Unit Cost (per day per teacher)	Total Cost of Programmes	No. of Programmes	Total Cost
West Bengal Board of Secondary Education	Secondary Teachers	100	5	Rs.375/-	187500	160	3,00,00,000/-
West Bengal Council of Higher Secondary Education	Higher Secondary Teachers	100	5	Rs.375/-	187500	11	2,06,25,000/-
West Bengal Board of Madrasah Education	Secondary Madrasah Teachers	100	4	Rs.375/-	1500000	40	60,00,000/-
West Bengal Board of Madrasah Education	Higher Secondary Madrasah Teachers	27	3	Rs.375/-	30375	10	303750/-
Total							11,06,28,750/-

2005-2006

Board/ Council	Target Group	No. of Teacher per Programme	No. of days	No. of Cost per Teacher	Total Cost per Programme in Rs.	No. of Programmes	Total Cost in Rs.
W.B.B.S.E.	SECONDARY	100	5	375	187500	600	1125000
WBCHSE	HIGHER SECONDARY	1000	5	375	1875000	14	262500
WBBME	MADRASAH TEACHERS H.S.	606	3	375	681750	3	20452
WBBME	MADRASAH TEACHERS	27	3	375	30375	10	3037
						TOTAL	1410990

2006-2007

WBBSE	SECONDARY	100	5	375	187500	455	853125
WBCHSE	H.S.TEACHER	1000	5	375	1875000	10	187500
	SECONDARY						
	MADRASAH						
WBBME	TEACHERS	606	3	375	681750	1	6817
						TOTAL	1047442

Enclosure – 2 C

Recommendation of Group 'C' on Research in Teacher Education in the workshop on "Preparation of Perspective Plan in Teacher Education in West Bengal".

Group : Development of Research in Teacher Education.

Group Members:

1. Prof. J. B. Datta	Academic Consultant	Paschim Banga Rajya Shishu Shiksha Missic
2. Dr. Ujjwal Kr. Basu	Registrar	Calcutta University
3. Dr. D. K. Chakraborty	Principal	David Hare Training College.
4. Prof. Aditi Ghose	Head of the Department	Department of Education, Calcutta University
5. Prof. Subhalakshmi Nandy	Head of the Department	Department of Education, Kalyani University
6. Dr. Prasanta Bhowmick	Director	Rabindra Mukta Vidyalaya
7. Sri Dibya Gopal Ghatak		DDSE
8. Dr. Tuhin Kr. Samanta	Reader	Calcutta Girls' B. T. College.
9. Dr. Subhamoy Maitra	Associate Professor	Indian Statistical Institute
10. Prof. Anil Das	Retired Reader	David Hare Training College
11. Sri Debashish Goswami	Assistant Professor	Indian Statistical Institute
12. Smt. Anasuya Raychaudhuri	J.R.F. Gr.-II	SCERT, West Bengal.

Group Report

Objectives :-

- 1) To undertake research projects with the purpose of delivering quality Teacher Education
- 2) To build up awareness regarding certain issues in Teacher Education to evolve solutions to the problems thus identified.
- 3) To identify problems emanating from existing policy decisions regarding Teacher Education and to suggest means to overcome the problems.
- 4) To examine certain controversies regarding Teacher Education and to suggest solutions.
- 5) To evolve practices in Teacher Education to make it compatible with the challenges of the modern society.

Research Areas Identified:

A. Issues related to systems, management and administration of Teacher Education –

- 1) Retention of students upto class VIII.
- 2) Total quality management of Teacher Education related to Teaching-Learning upto elementary level.
- 3) Community participation including Panchayati Raj Institutions in the management of elementary level Institutions.
- 4) Management of various organisations of Teacher Education.
- 5) Assessment of Teacher Education programmes.
- 6) Administrative policy decisions vis-à-vis Teacher Education.
- 7) Scope of Internship Programme in Teacher Education.
- 8) Scope of low cost ICT programme in Teacher Education.
- 9) Open learning in Teacher Education.

B. Issues related to specific areas in Teacher Education.

- 10) Value and human rights education.
- 11) Life-style education including Health Education.
- 12) Socially disadvantaged school children.
- 13) Learners with special needs.
- 14) Environmental Education.

Of these, 7 projects are of short term duration. These are, Projects No.1,3,4,8,12,13,14. The remaining 7, i.e. Projects No. 2,5,6,7,9,10,11 are long term ones.

The short-term Projects – No.1 and 3 – will be carried out by SCERT (W.B.).

Projects No. 2,4,5,6,7,9 – Two IASEs will carry out the part related to Secondary and H.S. levels and SCERT (W.B.) will work at the primary level.

Research Areas 8, 10-14 will be conducted by the two IASEs and by SCERT (W.B.) in coordination with DIETs.

Costing & Budgetary Requirements During Xth Plan Period.

Yearwise Break – Up

A. Long-term research Projects involving comparatively Complex issues and more variables.

Tenure – 2 Years (January 2005 – December 2006)

Estimate of Expenditure:

<u>Heads</u>	<u>First Year</u>	<u>Second Year</u>
* Remuneration of research fellows and other personnel	Rs. 1,50,000/-	Rs. 1,50,000/-
* Cost of Field studies including consultancy paid, if any.	Rs. 30,000/-	Rs. 5,000/-
* Books, journals, test materials procured/developed	Rs. 30,000/-	Rs. 10,000/-
* Printing including test materials and report production	Rs. 10,000/-	Rs. 15,000/-
* Computer related activity	Rs. 15,000/-	Rs. 10,000/-
* General Contingency TA/DA, postage etc.	Rs. 10,000/-	Rs. 5,000/-
* Overhead Expenses	Rs. 25,000/-	Rs. 20,000/-
	<u>Rs. 2,70,000/-</u>	<u>Rs. 2,15,000/-</u>

Total for 2 years = Rs.4,85,000/-

B. Short-term Projects which are simple but readily application-oriented.

Tenure – 1 Year.

Estimate of Expenditure:

<u>Heads</u>	<u>Expenditure</u>
* Remuneration for research fellows and other personnel	Rs. 1,50,000/-
* Field studies/consultancy fees, if any	Rs. 10,000/-
* Procurement / development of books, journals, text materials	Rs. 10,000/-
* Printing including test materials and report production	Rs. 10,000/-
* Computer related activity	Rs. 8,000/-
* General Contingency TA/DA, postage etc.	Rs. 8,000/-
* Overhead Expenses	Rs. 20,000/-
	<u>Rs. 2,16,000/-</u>

Total Estimate:

A. Long-term Projects -4,85,000/- x 7 (areas) x 3 (organisations) =Rs.1,01,85,000/-

B. Short term Projects -2,16,000/- x 7 (areas) x 3 (organisations) =Rs. 45,36,000/-

Total – Rs.1,47,21,000/-

Enclosure – 2 D

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : David Hare Training College

Year 3

2004 – 2005

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1.Organisation of National Seminar in North East Region. 2.In-service Orientation Programmes for Pedagogical areas for PTTIs. 3.Intership Programme of B.Ed. Course. 4.Collaborative Research Programmes. 5.In-service Programme for SSKs.	Academic Non-recurring Recurring - 25.70	 25.70

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : David Hare Training College

Year 4

2005 – 2006

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1.In-service Orientation Programme for teacher Educators for Organisation of school based Co-curricular activities. 2.Orientation Programme for Teacher Educators 3.For Preparation of need based research programmes. 4.Preparation of module for integrated education programmes of disabled children. 5.Review of M. Ed. curricula.	Academic Non-recurring Recurring - 21.70	 21.70

Thus the total requirement for the two IASEs would be Rs.

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : David Hare Training College

Year 5

2006 – 2007

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1. Development of post internship programme of Teacher Trainees. 2. Development of Educating Technology Handbook. 3. In-service Training of Teachers of SSKs. 4. Evaluation of Teacher Education Programme. 5. Research Programme on Distance Education. 6. Integrated Education Programme for disabled Children.	Academic Non-recurring Recurring - 30.20	30.20

COSTING AND BUDGET REQUIREMENTS FOR THE CTE(S)
DURING X PLAN PERIOD (W.B.)

Recurring Expenditure

[2004-2005, 2005-2006, 2006-2007]

Proposed Programmes for 6 CTEs	Total for Cost for 6 CTEs (in lakh)	Staff Salary for 6 CTEs	Institutional Planning for 6 CTEs (in lakh)	Contingency for 6 CTEs (in lakh)
1. Refresher Course for in service Secondary Teachers	48.00	$13.20 \times 6 = 79.20$	$1.0 \times 6 = 6.00$	$0.5 \times 6 = 3$
2. Orientation Course for Teacher Educators of B. Ed. College	72.00			
3. Workshop /Seminars/ Awareness Programme	3.00			
4. Computer Awareness Programme	3.60			
5. Teaching Aids Preparation	2.40			
6. Preparation of Study Materials	6.00			
	135.00	79.20	6.00	3.00

Total Recurring Expenditure of 6 CTE(S) for 2004-2005 = 223.20 lakhs

Total Recurring Expenditure of 6 CTE(S) for 2005-2006 and 2006-2007 = 446.40 lakhs

COSTING AND BUDGET REQUIREMENTS FOR THE CTE(S)
DURING X PLAN PERIOD (W.B.)

Non-Recurring Expenditure

[2004-2005]

	Institute of Education for Women, Hastings' House, Kolkata	Government College of Education, Banipur, 24 Parganas (North)	Government Training College, Hooghly	R. K. Mission, Belur	Government Teachers' Training College, Malda	Proposed 6th CTE in North Bengal	Total
1. Civil Work	30.00 (Due for IX Plan)	32.50 (Due)	60.153	16.00 (Due)	40.00	40.00	218.653
2. Equipments	6.00 (Due)	20.00 (Due)	12.00	6.00	10.00	10.00	64.00
3. Development of Computer Laboratory	12.00	12.00	12.00	12.00	12.00	12.00	72.00
							354.653

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : Kalyani University

Department of Education

Year 3

2004 – 2005

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1. In-service Training of Teacher Educator (P-4, I-25, D-7)	Staff Salaries -21,73,705/-	46,05,355/-
2. In-service Training of Teacher Educator (Head Master Sec.) (P-25, I-7, D-1)	Training & Extension -14,11,650/-	
3. In-service Training of Teacher Educator (Elementary) (P-30, I-7, D-1)	Projects -8,00,000/-	
4. In-service Training of Teacher Educator (Subject Teachers Secondary) (P-30, I-7, D-1)	Contingency -2,20,000/-	
5. In-service Training of Teacher Educator (Secondary Teacher – ICT) (P-30, I-10, D-4)		
6. Seminar (P-1, I-150)		
7. Workshop (P-1, I-30, D-1)		
8. Preparation & Production of Self Learning Materials (P-2)		
9. Development of Question Bank (P-3)		
10. Preparation & Development of Handbook for Teachers (P-2)		
11. Research Projects (4)		
(see Annex for detail)		

P – Programme Number

I – Intake Capacity

D – Days

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : Kalyani University

Department of Education

Year 4

2005 – 2006

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1. In-service Training of Teacher Educator (P-4, I-25, D-7)	Staff Salaries	-22,20,868/-
2. In-service Training of Teacher Educator (Head Master Sec.) (P-25, I-7, D-1)	Training & Extension	-14,36,650/-
3. In-service Training of Teacher Educator (Elementary) (P-30, I-7, D-1)	Projects	-8,20,000/-
4. In-service Training of Teacher Educator (Subject Teachers Secondary) (P-30, I-7, D-1)	Contingency	-2,30,000/-
5. In-service Training of Teacher Educator (Secondary Teacher – ICT) (P-30, I-10, D-4)		
6. Seminar (P-1, I-150)		
7. Workshop (P-1, I-30, D-1)		
8. Preparation & Production of Self Learning Materials (P-2)		
9. Development of Question Bank (P-3)		
10. Preparation & Development of Handbook for Teachers (P-2)		
11. Research Projects (4)		
(see Annex for detail)		

P – Programme Number

I – Intake Capacity

D - Days

Costing And Budget Requirements For The IASEs During Xth Plan Period.

Name of the Institute : Kalyani University

Department of Education

Year 5

2006 – 2007

Proposed Programmes	Cost of the Recurring & Non-recurring items	Total of the Fiscal year (in Lakh)
1. In-service Training of Teacher Educator (P-4, I-25, D-7)	Staff Salaries -23,88,508/-	49,05,158/-
2. In-service Training of Teacher Educator (Head Master Sec.) (P-25, I-7, D-1)	Training & Extension -14,56,650/-	
3. In-service Training of Teacher Educator (Elementary) (P-30, I-7, D-1)	Projects -8,20,000/-	
4. In-service Training of Teacher Educator (Subject Teachers Secondary) (P-30, I-7, D-1)	Contingency -2,40,000/-	
5. In-service Training of Teacher Educator (Secondary Teacher – ICT) (P-30, I-10, D-4)		
6. seminar (P-1, I-150)		
7. Workshop (P-1, I-30, D-1)		
8. Preparation & Production of Self Learning Materials (P-2)		
9. Development of Question Bank (P-3)		
10. Preparation & Development of Handbook for Teachers (P-2)		
11. Research Projects (4)		
(see Annex for detail)		

P – Programme Number

I – Intake Capacity

D - Days

Enclosure – 2 E

Budget Estimates for the Training of Teachers of Rabindra Mukta Vidyalaya

Perspective Plan (2004-2009) & Budget (2004-2005)

Introduction of Rabindra Mukta Vidyalaya

Established in the year 1997 as State Open School, this institution was subsequently named Rabindra Mukta Vidyalaya. From 1st August 2001 the Vidyalaya got the status of a statutory body on the basis of R.M.V. Act, 2001 passed by State Legislature.

Target Groups

Neo-literates, school drop-outs, unemployed and self employed young men and women, whole time or part time workers, peasants, elderly people, the handicapped and other weaker sections of population.

Courses of studies

1. Upper Primary (for classes VI to VIII), jointly with P.B.R.P.S.U.S.
2. Secondary
3. Higher Secondary

Subjects

1. Upper Primary

Bengali, English, Mathematics, Physical Science, Life Science, History & Geography.

2. Secondary

Bengali, English, Mathematics, Physical Science, Life Science, Pol. Scs., History, Geography, Business Economics, Home Science, Commerce Education.

3. Higher Secondary

Bengali, English, History, Pol. Scs., Accountancy, Business Organisation, Economic Geography, Economics, Biology, Physics, Chemistry & Mathematics.

No. of Learners

Rate of Growth (Last 3 years)

	2001	2002	2003
Secondary	4295	8017	16052
Higher Secondary	338	848	1100

Projected (2004 – 2009)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Upper Primary	2,40,000	3,00,000	3,60,000	3,90,000	4,20,000
Secondary	20,000	25,000	30,000	35,000	40,000
Higher Secondary	1,500	2,000	3,000	4,000	5,000

Notes :

1. In Upper Primary level it is expected that there will be an influx of students from the year 2005-2006 coming from S. S. K. and Bridge Course, introduced by P.B.R.P.S.U.S. -
2. It is to be noted that in the open system of School Education (Madhyamik & Higher Secondary) a learner is allowed to continue his/her studies for five years from the time of registration.
3. With the introduction of Science subjects and Vocational Courses (proposed) there will be a considerable increase in no. of learners as well as variety of programmes from 2005-2006 in Higher Secondary level.

Importance of Teacher Education in Open Schools

Orientation of teachers plays a vital role in quality improvement. The open system of education in school level is a new idea with no clear methodology developed as yet. The job of teaching is obviously much more challenging here than in the formal system. Teachers are required to give assistance to the learners as per the need of each individual and guide him or her for effective use of the self-learning materials. It is a quite different approach and the teachers, mainly coming from formal system of education, are to adopt a new technique. Therefore to make this alternative school system, which aims at reaching the unreached, a success, all teachers should be covered under a well-framed training programme. This is equally true in cases of teachers, appointed or to be appointed in study centres in the Upper Primary level. Only three teachers for each study centre with about 150 students are being entrusted with the huge task of covering the syllabi of all the subjects in a minimum time of 12 hours per week. Every year there will be a new batch of about 10% teachers to fill in the vacancies to be caused in natural course. In view of the above programmes for teachers training for the coming five years are envisaged as follows:

A. Training programme for key persons

Year	Upper Primary	Madhyamik	Higher Secondary
2004-2005	120 (6from each district)	100 (5 from each district)	60 (3 from each district)
2005-2006	100 (5from each district)	80 (4from each district)	40 (2from each district)
2006-2007	80 (4from each district)	60 (3from each district)	20 (1from each district)
2007-2008	60 (3from each district)	40 (2from each district)	20 (1from each district)
2008-2009	40 (2from each district)	20 (1from each district)	20 (1from each district)

B. Training programme for resource persons

Year	Upper Primary	Madhyamik	Higher Secondary
2004-2005	500 (25from each district)	500 (25from each district)	520 (26 from each district)
2005-2006	400 (20from each district)	400 (20from each district)	260 (13from each district)
2006-2007	300 (15from each district)	300 (15from each district)	260 (13from each district)
2007-2008	200 (10from each district)	200 (10from each district)	260 (13from each district)
2008-2009	100 (5from each district)	100 (5from each district)	260 (13from each district)

C. Training programme for teachers**(I) Upper Primary**

Year	No. of Centres	No. Teachers per Centre	No. of Trainees
2004-2005	4,000	3	12,000
2005-2006	5,000	3	3,000 + 3,000 (addl)
2006-2007	6,000	3	3,000 + 1,500 (addl)
2007-2008	6,500	3	1,500 + 1,100 (addl)
2008-2009	7,000	3	1,500 + 700 (addl)

(II) Upper Primary

Year	No. of Study Centres	No. of Subjects	No. of trainees (2 trainees per subject)
2004-2005	200	11	4,400
2005-2006	250	11	1,100 + 1,100 (addl)
2006-2007	300	11	1,100 + 1,375 (addl)
2007-2008	350	11	1,100 + 1,450 (addl)
2008-2009	400	11	1,100 + 1,475 (addl)

(III) Higher Secondary

Year	No. of Study Centres	No. of Subjects	No. of trainees (2 trainees per subject)
2004-2005	50	13	1300
2005-2006	100	13	1,300 + 325 (addl)
2006-2007	150	13	1,300 + 400 (addl)
2007-2008	200	13	1,300 + 425 (addl)
2008-2009	250	13	1,300 + 450 (addl)

* Additional trainees are those who remain left out of training Programme in the previous year and the newly persons.

Budget (Estimated) for the year 2004 - 2005

D. Training programme for study material writers

It has also to be appreciated that the open school system uses specially prepared self-study materials. Developing these materials has because a skill which requires to be acquired by those teachers who would be assigned this task. Hence training of the material writers should be integrated with that of the teachers. A plan for this purpose is given below:

Year	Upper Primary	Madhyamik	Higher Secondary
2004-2005	140 (20 per subject)	220 (20 per subject)	260 (20 per subject)

(B) Training of Resource Persons	Upper Primary	200	3	375	362,500
	Madhyamik	200	3	375	362,500
	Higher Secondary	220	3	375	585,000
					Total 1,710,000
(C) Training Programme for Teachers	Upper Primary	2,000	3	375	13,800,000
	Madhyamik	4,400	3	375	4,950,000
	Higher Secondary	1,300	3	375	1,461,500
					Total 19,211,500
(D) Training Programme for Study Materials Writers	Upper Primary	140	3	375	157,500
	Madhyamik	220	3	375	247,500
	Higher Secondary	260	3	375	292,500
					Total 697,500

TOTAL COST OF TRAINING FOR G.M.V. TEACHERS

(A) Training of Key Persons	245,000
(B) Training of Resource Persons	1,710,000
(C) Training Programme for Teachers	19,211,500
(D) Training Programme for Study Materials Writers	697,500
	Rs. 20,864,000

Budget (Estimated) for the year 2004 – 2005.

	Target Group (Courses of Studies)	No. of Trainee	No. of days	No. of. Cost per Trainee	Total Cost per Programme in Rs.	Total Cost of the Programmes
(A) Training of Key Persons	Upper Primary	120	3	375	135,000	
	Madhyamik	100	3	375	112,500	
	Higher Secondary	60	3	375	67,500	
	Total					315,000
(B) Training of Resource Persons	Upper Primary	500	3	375	562,500	
	Madhyamik	500	3	375	562,500	
	Higher Secondary	520	3	375	585,000	
	Total					1,710,000
(C) Training Programme for Teachers	Upper Primary	12,000	3	375	13,500,000	
	Madhyamik	4,400	3	375	4,950,000	
	Higher Secondary	1,300	3	375	1,462,500	
	Total					19,912,500
(D) Training Programme for Study Materials Writers	Upper Primary	140	3	375	157,500	
	Madhyamik	220	3	375	247,500	
	Higher Secondary	260	3	375	292,500	
	Total					697,500

TOTAL COST OF TRAINING FOR R.M.V. TEACHERS

(A) Training of Key Persons	315,000/-
(B) Training of Resource Persons	1,710,000/-
(C) Training Programme for Teachers	19,912,500/-
(D) Training Programme for Study Materials Writers	697,500/-
	<u>Rs.2,26,35,000/-</u>

Enclosure -2 F

Budget Estimate for DIET (1st, 2nd and 3rd Phase): from Sri. R. K. Roy,
Joint Secretary, School Education Department Govt. of West Bengal.

Budget Estimate for 5 DIETs sanctioned in 1st Phase (1993)

DIETs:-

1. Banipur, North 24 Parganas
2. Sovanagar, Malda
3. Jhargram, Midnapur West
4. Belacoba, Jalpaiguri
5. Chhandar, Bankura

Non-Recurring Grant:-

Civil: The amount admissible @Rs.90lakh was Rs.450 lakh. We have received Rs.393.91 lakh so far i.e. to say Rs.394 lakh. Balance of Rs.56 lakhs due from construction of Boys' Hostel, Principal's Quarter etc.

Equipment: Originally Rs.13 lakh were scheduled for each DIET. It has been revised @Rs.17 lakhs (G.O.I. has refused to allow Rs.20 lakhs for these DIETs) and total requirement is Rs.85 lakhs. Out of this we have received Rs.50 lakhs only. Balance of Rs.35 lakhs due from G.O.I.

Further Equipment: We may suggest a sum of Rs.1 crore for Civil Work and Rs. 50 lakhs for equipment as the fund sanctioned in 1993 can hardly meet the expenses being incurred in 2004. Besides the buildings constructed 7/10 years ago need special repair too.

Recurring Grant:-

Salary: Annual requirement of fund for salary etc. of 17 Professional, 5 Technician/Statistician, 11 Clerical and 6 class-IV posts per DIETs is Rs.49,47,500/-. It will be Rs. 2,47,37,500/- annually for 5 DIETs.

Office Expenses: Rs.5 lakh per DIET annually and for 5 DIETs the total amount is Rs.25 lakhs.

Other Charges: Rs.50,000/- for maintenance of Computer Lab. For 5 DIETs the amount will be Rs.2,50,000/-

Additional Grants:-

Non-Recurring -

Civil: Rs.20 lakh per DIET for infrastructure Development for water, electricity, boundary wall etc. so a sum of Rs.100 lakh is required.

Equipment: Rs. 6 lakh per DIET for purchase of equipment and so a sum of Rs.30 lakh is required.

Recurring-

Programme Contingency: Annual Central Assistance upto Rs.17 lakh. So a sum of Rs.85 lakh may be provided annually.

Faculty Development: Rs.1 lakh annually per DIET so a sum of Rs. 5 lakh may be provided.

Pre service Training for Primary Teachers: Rs.5 lakh per DIET for expenses & stipends. Rs.25 lakh is required annually for these 5 DIETs of 1st phase.

Budget Estimate for 11 DIETs sanctioned in 2nd & 3rd Phase (1997 – 2000)

6. Jagatballavpur, Howrah
7. Gandhigram, Hooghly
8. Bara Jagulia, Nadia
9. Kalanabagram, Burdwan
10. Birhampur, Murshidabad
11. Coochbehar, Coochbehar
12. Tarangpur, Uttar Dinajpur
13. kamarpara, Dakshin Dinajpur
14. Suri (New), Birbhum
15. Joynagar (New), South 24 Parganas
16. Vivekanandanagar, Purulia

Non-Recurring Grant:-

Civil: The amount admissible for upgraded DIET is Rs.90lakh i.e. $90.00 \times 8 = 720$ lakh and for 3 new DIET @ Rs.450 lakh. Total requirement Rs.1170.00 lakh out of which we received Rs.945.00 lakh so far and the balance amount of Rs.225.00 lakh. from G. O. I. is to be sought for.

Equipment: The amount admissible for upgraded DIET (revised) is Rs.20lakhs so for 8 DIET it is Rs.160.00 lakh. and for the rest 3 DIET @ Rs.25.00 lakh ie. Rs. 75 lakh. Total

requirement Rs.235.00 lakh out of which we received Rs.151.48 lakh so far and the balance amount of Rs.83.52 lakh. from G. O. I. is to be sought out.

Recurring Grant:-

Salary: Annual requirement of salary of each DIET is Rs.49, 47,500/-. It will be Rs.5, 44,22,500/- annually for 11 DIETs.

Office Expenses: Rs.5 lakh per DIET annually and for 11 DIETs the total amount is Rs.55 lakhs.

Other Charges: Rs.50,000/- for maintenance of Computer Lab. For 11 DIETs the amount will be Rs.5,50,000/-

Additional Grants:-

Non-Recurring -

Civil: Rs.20 lakh per DIET for infrastructure Development for water, electricity, boundary wall etc. so a sum of Rs.220 lakh is required.

Equipment: Rs. 6 lakh per DIET for purchase of equipment and so a sum of Rs.66.00 lakh is required.

Recurring-

Programme Contingency: Annual Central Assistance upto Rs.17 lakh. So a sum of Rs.187 lakh may be provided annually.

Faculty Development: Rs.1 lakh annually per DIET so a sum of Rs. 11 lakh may be provided.

Pre service Training for Primary Teachers: Rs.5 lakh per DIET for expenses & stipends. Rs.55 lakh is required annually for these 11 DIETs of 2nd & 3rd phase.

Enclosure – 2G

Budget Estimates for the Training of Teachers of Darjeeling Gorkha Autonomous Hill Council.

B. Budget of one (1) Training Programme for a batch of fifty (50) Resource Persons (High/H.S.) in respect of Education Department of Darjeeling Gorkha Autonomous Hill Council.

Sl. No.	Items	Revised Norms	Total	Remarks
1	T.A. to 50 Resource Persons	Rs.300/- per head x 50 persons	Rs.15,000/-	
2.	D.A. to Resource Persons	Rs.70/- x 7 days	Rs.490/-	
3.	T.A. to Course Director and one Key Person (Non-local)	Rs.300/- x 2 persons	Rs.600/-	
4.	D.A. to Course Director and one Key Person (Non-local)	Rs.70/- x 2 persons x 7days	Rs.980/-	
5.	Honorarium to Course Director	Rs.150/- x 7days	Rs.1050/-	
6.	Honorarium to 4 Key Persons (Local)	Rs.100/- x 4 persons x 7days	Rs.2800/-	
7.	Stationary for one Training Programme	Rs.25 x 55 persons	Rs.1375/-	
8.	Refreshment	Rs.15 x 60 persons x 7days	Rs.6300/-	Rs.15/- per day per head is the minimum requirement prevalent in the hill areas.
9.	Misc. Expenditure including Waterman, Photocopying, Charts, Safaiwala, Fuel, etc.	Rs.1500/-	Rs.1500/-	Instead of Rs.1200/- because the cost of living is high in hill areas.
10.	Material for practical (work experience, art, work/science, practicals/films)	Rs.4000/-	Rs.4000/-	Double the amount of revised norms as justified to hill areas.
11.	Honorarium to clerk	Rs.500/-	Rs.500/-	The rate for this item is also worked out in higher bracket for hill areas
Total				Rs.34,595/-

Cost of one (1) Programme is Rs.34,595/-

Therefore the cost of sixteen (16) No. of Programmes = Rs.34,595 x 16 =Rs.5,53,520/- (Rupees Five lakhs Fifty Three thousand Five Hundred and Twenty) only.

- C. Budget of one (1) Training Programme for a batch of fifty (50) Resource Persons (High/H.S.) in respect of Education Department of Darjeeling Gorkha Autonomous Hill Council.

Sl. No.	Items	Revised Norms	Total	Remarks
1	T.A. to Course Director and Resource Persons	Rs.300 x 3	Rs.900/-	
2.	D.A. to Course Director and 2 Resource Persons and conveyance Allowance to one local Resource Person	Rs.100/- x 4 x 7	Rs.280/-	
3.	Honorarium to Course Director	Rs.125/- x 7	Rs.875/-	
4.	Honorarium to 4 Key Persons	Rs.100 x 4 x 7	Rs.2800/-	
5.	T.A. to fifty teachers	Rs.60/- x 50 x 7	Rs.21000/-	T.A. admissibility is always double in hill areas as per State Govt. Norms.
6.	Stationary	Rs.20/- x 50	Rs.1000/-	
7.	Payment to one sweeper, one Peon and water man	Rs.50/- x 3 x 7	Rs.1050/-	A slight enhancement has been worked out for hill areas under this item.
8.	Honorarium to one Clerk	Rs.300/-	Rs.300/-	Double the amount has been worked out due to high cost of living in the hill areas
9.	Material for SUPW, creative work and other activities including TV & VCR.	Rs.5000/-	Rs.5000/-	The amount has been worked out due to high cost of living in the hill areas.
10.	Boarding and lodging of School Teachers	Rs.100 x 50 x 7	Rs.35000/-	
11.	Tea and Refreshment	Rs.15 x 60 x 7	Rs.6300/-	Rs.15/- per day per head is the minimum requirement prevalent in the hill areas.
Total			Rs.77,025/-	

Cost of one (1) Programme is Rs. 77,025/-/-

Therefore the cost of sixteen (16) No. of Programmes = Rs. 77,025/- x 16 = Rs.12,32,400/- (Rupees Twelve lakhs thirty two thousand and four hundred) only.

D. Norms of Expenditure on Preparatory Activities.

Development/Review of Training Design:

A sum of Rs.20000/- (Rupees Twenty thousand only) against the budget provision of Rs.12000/- (Rupees Twelve Thousand only) may be considered for DGAHC (Hill areas) as

- a) Refreshment @ Rs.10 per head and
- b) Working lunch @Rs. 30 per head, is just an unpractical proposition in Darjeeling on the ground of high cost of living.

Development and Production of Training Material:

Works of cost of one (1) curricular area is @Rs.5000/- so for six (6) curricular area it is Rs.5000/- x 6 =Rs.30000/-

E. Printing of Packages

Rs. 60000/- may be the cost for printing of packages.

F. Norms for Need-Based Additional Items.

- (1) Provision for honorarium @Rs.250/- per month for maintaining the accounts and other records at the SNA level so for three years Rs.250 x 12 x 3 =Rs.9000/-
- (2) Provision of fees for Chartered Accountant for getting the accounts @Rs.1000/-p.a. for an expenditure of 50 lakhs or part thereof, so for 3 years Rs.1000 x 3 =Rs.3000/-
- (3) Provision of transportation in hilly areas for monitoring the Teacher Training Camps @Rs.15000/-p.a.

Total amount from D to F – Rs.1,37,000/- (one Lakhs Thirty Seven thousand only).

Chapter - III

State Plan & Budget (SPB) - Phase - I - (2001-2005) & [SPB - Phase - II - (2005-2007)]

Introduction:

Various issues have been identified, some of which were reported through the annual reports of the State Plan & Budget (SPB) - Phase - I - (2001-2005) & [SPB - Phase - II - (2005-2007)]. The following paragraphs describe the issues and the corresponding budgetary provisions.

PRIMARY EDUCATION

(Including teachers in)

CHAPTER - III

1.1 Pre-service Strengthening of Primary Teachers

1.1.1 Infrastructure & Institutional Development for Pre-service Teachers' Training

SUMMARY OF STATE PLAN BUDGET (SPB), PHASE - I & PHASE - II

SPB - I	100.00	100.00
SPB - II	100.00	100.00
TOTAL	200.00	200.00

REFERENCE ENCLOSURE 1A

(PAGE NO. - 100 - 102)

1.2 In-Service (Capacity building of managers & teachers) training programmes

	2001-2005	2005-2007
SPB - I	100.00	100.00
SPB - II	100.00	100.00
TOTAL	200.00	200.00

REFERENCE ENCLOSURE 1A

Chapter – III

State Plan & Budget [SPB – Phase – I – (2004-2005) & [SPB – Phase – II – (2005-2007)].

Introduction:

Various issues have been identified, some of which may require further deliberation to translate them in terms of strategies. However the planning process has helped identification of priority areas and the following paragraphs describe the activities to be undertaken and corresponding budget:

1. PRIMARY EDUCATION :

(Including teachers in Madrasahs teaching at the Primary level)

1.1. Pre-Service: Strengthening of PTTIs, DIETs, SCERT.

1.1.1. Infrastructure & institutional development including capacity building of teacher educators and development of course materials :

	SPB I (2004 – 2005)	SPB II (2005 – 2007)
SCERT	310.00 lakh	
DIET	2083.12 lakh	
PTTI	100.20 lakh (state budget)	96.20 lakh
TOTAL	2493.32 LAKH	96.20 LAKH

** REFERENCE ENCLOSURES 2A & F.

1.2. In-Service: (Capacity building of teachers at primary level through in-service teachers' training programmes).

	2004-2005	2005-2006	2006-2007
WBBPE	246.95 lakh	384.44 lakh	384.44 lakh
WBBME	37.75 lakh	37.75 lakh	37.75 lakh
TOTAL	284.70 LAKH	422.19 LAKH	422.19 LAKH

** REFERENCE ENCLOSURE 2A.

2. SECONDARY & HIGHER SECONDARY EDUCATION :

- 2.1. Infrastructure and institutional development of IASE & CTE and other institutions including Capacity building of teacher educators and development of course material.

	2004-05	2005-06	2006-07
IASE	71.75 lakh	68.77 lakh	79.25 lakh
CTE (recurring)	223.2 lakh	223.2 lakh	223.2 lakh
CTE (non-recurring)	354.653 lakh	-	-
TOTAL	649.603 LAKH	291.97 LAKH	302.45 LAKH

**** Additional Requirement for training of KRPs and RPs & orientation of teachers as mentioned in page no 77 of this document.**

IASEs 95.55 lakh
CTEs 19.80 lakh

**** REFERENCE ENCLOSURE 2D.**

- 2.2. In-service training of existing Secondary and Higher Secondary School teachers.

	2004-2005	2005-2006	2006-2007
WBBSE	300.00 LAKH	1125.00 LAKH	853.12 LAKH
WBCHE	206.25 LAKH	262.50 LAKH	187.50 LAKH
WBBME	63.04 LAKH	23.49 LAKH	6.82 LAKH
RMV	226.35 LAKH		
TOTAL	795.64 LAKH	1410.99 LAKH	1047.44 LAKH

**** DARJEELING GORKHA HILL COUNCIL HAS PLACED REQUIREMENT OF RUPEES 19.23 LAKH FOR THE TENTH PLAN PERIOD**

(DETAIL IN ENCLOSURE - 2B,E & G)

3. Research in Teacher Education (Details in Enclosure – 2C)

**** RUPEES 147.21 LAKH FOR TENTH PLAN PERIOD**

**GROSS TOTAL REQUIREMNT OF CENTRAL ASSISTANCE
IN
XTH PLAN PERIOD**

SL. No.	Item Code	Organisation	<u>SPB - I</u> 2004-2005 (Rs. in lakh)	<u>SPB - II</u> 2005-2007 (Rs. in lakh)
1.	1.1.1.	SCERT, DIET, PTTI	2493.32	96.20
2.	1.2.	WBBPE, WBBME	284.70	844.38
3.	2.1.	IASE, CTE	649.603	594.42
		** Additional requirement for IASE & CTE for entire Xth Plan	95.55(IASE) 19.80 (CTE)	
4.	2.2.	WBBSE, WBCHSE, WBBME, RMV	795.64	2458.43
		DGAHC (ENTIRE XTH PLAN)	19.23	
5.	3.	RESEARCH (SCERT, IASE) (entire Xth plan)	147.21	

**PERSPECTIVE PLAN AND BUDGET FOR
TEACHER EDUCATION IN WEST BENGAL
IN XTH PLAN PERIOD**

- | | |
|--|--------------------|
| a) Total requirement in SPB - I | = Rs.4223.263 lakh |
| b) Total requirement in SPB - II | = Rs.3993.430 lakh |
| c) Additional requirement for entire Xth Plan period | = Rs. 281.790 lakh |

GROSS TOTAL REQUIREMENT OF CENTRAL ASSISTANCE FROM G.O.I.	= Rs.8498.483 lakh
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(RUPEES EIGHTY FOUR CRORES NINETY EIGHT LAKHS FORTY EIGHT
THOUSAND THREE HUNDRED ONLY)

ABBREVIATIONS USED:

AI	..... Assistant Inspector of Schools
B. Ed.	..... Bachelor of Education
CLRC	..... Circle Level Resource Centre
CRC	..... Cluster Resource Centre
CTE	..... College of Teacher Education
Deptt.	..... Department
DI	..... District Inspector of Schools
DRP	..... District Resource Person
GOI	..... Government of India
IASE	..... Institute for Advanced Study in Education
Inst.	..... Institute
Jr.	..... Junior
KRP	..... Key Resource Person
M. Ed.	..... Master of Education
MHRD	..... Ministry of Human Resources Development
MRP	..... Master Resource Person
MSK	..... Madhyamik Shiksha Kendra
NCERT	..... National Council of Educational Research and Training
NCTE	..... National Council of Teacher Education
NIEPA	..... National Institute of Educational Planning and Administration
PBRSSM	..... Paschim Banga Rajya Shishu Shiksha Mission
PSTE	..... Pre-Service Teacher Education
PTTI	..... Primary Teachers Training Institute
RMV	..... Rabindra Mukta Vidyalaya
RP	..... Resource Person
SCERT	..... State Council of Educational Research and Training
SI	..... Sub Inspector of Schools
SOP	..... Special Orientation Programme for Teachers
Spn.	..... Sponsored
Sr.	..... Senior
SSA	..... Sarva Shiksha Abhiyan
SSK	..... Shishu Shiksha Kendra
STEI	..... Secondary Teacher Education Institute
Trg.	..... Training
TT	..... Teachers Training
TTP	..... Teachers Training Programme
UGC	..... University Grants Commission
VEC	..... Village Education Committee
WBBME	..... West Bengal Board of Madrasah Education
WBBPE	..... West Bengal Board of Primary Education
WBBSE	..... West Bengal Board of Secondary Education
WBCHSE	..... West Bengal Council of Higher Secondary Education
WBPSC	..... West Bengal Public Service Commission
WEC	..... Ward Education Committee